

**THE INFLUENCE OF USING MATCHING GAME TOWARD  
STUDENTS' VOCABULARY MASTERY AT THE FIRST SEMESTER OF  
EIGHTH GRADE OF SMP PGRI 1 PALAS LAMPUNG SELATAN  
IN THE ACADEMIC YEAR OF 2020/2021**

**An Undergraduate Thesis**

Submitted as a Partial Fulfillment of the Requirements for S-1 Degree

By

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2021**

## **ABSTRACT**

### **THE INFLUENCE OF USING MATCHING GAME TOWARD STUDENTS' VOCABULARY MASTERY AT THE FIRST SEMESTER OF EIGHTH GRADE OF SMP PGRI 1 PALAS LAMPUNG SELATAN IN THE ACADEMIC YEAR OF 2020/2021**

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Vocabulary is one of the components of language which will make the language meaningful. Therefore without mastering vocabulary people cannot use words in communication to understand the meaning of words. Students need vocabulary which can support them to produce and use meaningful sentences because vocabulary provide organ of sentence. That is why vocabulary is very important to be mastered. It is impossible to learn English if students are lack of Vocabulary. But, the students' vocabulary at SMP PGRI 1 Palas Lampung selatan was still low, and to solve this problem the writer used Matching game. Matching game is a game to match the corresponding pair of cards or pictures, and may be played as a whole class activity. Then, in this research, the objective there was significant influence of using Matching game toward students' vocabulary mastery at the first semester of the seventh grade of SMP PGRI 1 Palas Lampung Selatan in 2020/2021 academic year.

The methodology of this research was quasi experimental design. The writer did three steps in conducting this research: pre-test, treatment, and post-test. The population of this research was the eighth grade of SMP PGRI 1 Palas Lampung Selatan. The sample of this research was chosen by doing cluster random sampling technique. The sample consisted of two classes, one as a experimental class and another class as a control class. The treatments were held in three meetings 2x45 minutes for each meeting. The design used pre-test and post-test to find out students' vocabulary mastery test. After giving the post-test, the writer analyzed the data by using independent samples test.

From the data analysis computer by using SPSS, it was obtained that  $Sig = 0.000$  and  $\alpha = 0.05$ . This result was consulted to the score of the value significant generated Sig. ( $Pvalue$ )  $< \alpha = 0.05$ . Therefore,  $H_0$  is rejected and  $H_a$  is accepted. In other words, from this research it is known that Matching Game can improve the students' Vocabulary mastery. It can be concluded that there is a significant influence of matching game towards students' Vocabulary mastery.

**Key words:** Matching Game, Vocabulary Mastery, Quasi Experimental Design.





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## MOTTO

وَلِي يَفْقَهُوا ۖ لِّسَانِي مِّنْ عُقَدَةٍ وَأَحْلِلْ ۖ أَمْرِي لِي وَيَسِّرْ ۖ صَدْرِي لِي أَشْرَحْ رَبِّ قَالَ

ق ٢٨

(Moses) said: “O my Lord! Expand me my breast, ease my task for me, and remove the impediment from my speech, so they may understand what I say.”

( QS. At – Taha: 25 – 28 )<sup>1</sup>

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<sup>1</sup> King Fahd Holy Qur'an Printing complex, *The Holy Qur'an English Translation Of The Meaning And Commentary*, P. 883-884

## **DECLARATION**

I hereby declare that the thesis entitled “The Influence of Matching Game towards Students’ vocabulary mastery at the First semester of the Eighth Grade at SMP PGRI 1 Palas Lampung Selatan in the Academic Year of 2020/2021” is completely my own work. I am fully aware that I had quoted some statements and theories from various sources and they are properly acknowledged in the text.

Bandar Lampung, 28<sup>th</sup> September, 2020  
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## **DEDICATION**

Praise and gratitude to Allah the Almighty for this abundant blessing to me, and from my deep heart, this thesis is dedicated to:

1. My beloved parents the late Mr. Haryono and Ms. Muharti who always love me, support me, and pray for my success.
2. My beloved brothers and sisters who always give me big love and big motivations.
3. My beloved friends who always care of me.
4. My beloved almamater of UIN Raden Intan Lampung.

## **CURRICULUM VITAE**

The writer's name is Rizki Fatmawati. She was born in Sukamulya on Januari 08 1995. She is the four child of five children of Mr. Haryono and Ms. Muharti She has two brothers and two sisters.

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## **ACKNOWLEDGEMENT**

First of all, Praise to Allah the Almighty, the Most Merciful, the Most Beneficent for His blessing and mercy given to the writer during her study and completing her thesis. Then, the best wishes and salutations be upon the great messenger prophet Muhammad peace be upon him.

This thesis entitled “The Influence of Matching game towards Students’ Vocabulary mastery at the First semester of the Eighth Grade at SMP PGRI 1 Palas Lampung selatan in the Academic Year of 2020/2021”. This thesis is presented to the English Education Study Program of the State Islamic University of Raden Intan Lampung. The primary aim of writing this thesis is to fulfill students’ partial fulfillment of the requirement to obtain S1-Degree.

Then, the writer would like to thank the following people for their ideas, time, and guidance for this thesis:

1. The Dean of Tarbiyah and Teacher Training Faculty Prof. Dr. H. Nirva Diana M. Pd, UIN Raden Intan Lampung who had given the writer opportunity to study until the end of this thesis composition.
2. The Chairperson of English Education Study Program of UIN Raden Intan Lampung Ms. Meisuri M. Pd.
3. Ms. Meisuri M. Pd the advisor who had given guidance and help to finish this thesis.
4. Mr. Rohmatillah M. Pd the co-advisor who had given guidance and supervision to finish this thesis.

5. All lecturer of English Education Department of UIN Raden Intan Lampung.

6. All writers' friends of English Department of UIN Raden Intan Lampung.

Finally, none or nothing is perfect and neither this thesis. Any correction, comments, and criticism for the betterment of this thesis are always open heartedly welcome.

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## **CHAPTER 1**

### **INTRODUCTION**

#### **A. Background of the Problem**

Language is the system of communication through which humans send a message. Language is very important in a human's life.<sup>1</sup> Each person communicates and interacts with other people to fulfill their needs by using language. Language is a social phenomenon. It is a means of communication between individuals. It also brings them into a relationship with their environment.<sup>2</sup> Many people use language in their daily life, work, and many kinds of activities. English is so widely used in international communication.

The people cannot live together in an organized social group without language. In short, we can say that language is very important for an individual to live in a society in the order they can survive. That is why we need to learn English so that we can communicate and interact with other people in other parts of the world. Without language, people can't do interaction in daily life in learning something. In short, human activities cannot run well without language.

For Indonesian, English is the first foreign language that is taught in the teaching-learning process from elementary school until university. Integrity as we know that English skills are taught such as, listening, speaking, reading, and writing.

The four skills are the basic principle of learning English as a foreign language.

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<sup>1</sup> Arline Burgmeier, Gerry Eldred, and Cheryl Boyd Zimmerman, *Lexis Academic Vocabulary Study Language Change and the Development of American English*. (Englewood, New Jersey: Prentice-Hall Regents, 1991), P.1

<sup>2</sup> Lim Kiat Boey, *An Introduction to Linguistics for the Language Teacher*, (Singapore: University Press, 1975), P.3

The language elements such as structure, vocabulary, pronunciation, and spelling can be taught to support the four skills.

Thornbury says, 'without grammar very little can be conveyed and without vocabulary, nothing can be conveyed'.<sup>3</sup> For that reason, the student has to develop their vocabulary and master it to be able to communicate with order and to get understood of information.

Vocabulary is one of the components of language which made the language meaningful. Therefore without mastering vocabulary people cannot use words in communication to understand the meaning of words. It is supported by Cameron who says that vocabulary has been seen as a major resource for language use.<sup>4</sup> Students need vocabulary which can support them to produce and use meaningful sentences because vocabulary provides an organ of the sentence. That is why vocabulary is very important to be mastered. On the other hand, we need to learn vocabulary because all of the ideas and feelings are expressed by using words. We can not express any ideas and feelings without words. English in junior high school is still limited to the introduction of vocabulary and simple communicative expressions appropriate with the students' development. In presenting the materials, the teacher needs to use a method or a technique in the teaching-learning process.

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<sup>3</sup> Scott Thornbury, *How to Teach Vocabulary*, (England: Longman, (Pearson Education Limited), 2001), p.13

<sup>4</sup> Lynne Cameron, *Teaching Language to Young Learners*, (New York: Cambridge University Press, 2001), p.94



The use of the method is a very influential component in classroom activities because it can create a situation to encourage the students towards the material presented. Ideally, the teachers should be wise to find the appropriate technique to make their students interested in the lesson so that the target of teaching-learning English reached. The teacher must know many techniques, and they should know how to implement the techniques in the class. The students' learning depends on the effectiveness of the English teachers' language teaching technique to adjust the material with the situation.

Based on the researcher's preliminary research data obtained by interviewing the teacher, Ira Nurrahma S.Pd, the English teacher in SMP PGRI 1 Palas said that various factors might have been caused by less vocabulary in the English learning process. One of the problems is the students feel bored and lazy. The students are lack seriousness in the English learning process. She said that almost the students especially in eighth grade did not master vocabulary. Although, the teacher using translation techniques in her teaching-learning.<sup>5</sup> The writer also gets the data from preliminary about students' scores in vocabulary mastery. Then, the students said that the teacher did not use an interesting game to teach vocabulary. Thus, the students lost motivation to learn and felt difficult to study English. Therefore, the students were unable to communicate English well. The students' vocabulary score can be seen in the table below:

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<sup>5</sup> Ira Nurrahma, the English teacher in SMP PGRI 1 Palas. An interview.

**Table 1**  
**The English Vocabulary Score of Eighth Grade of SMP PGRI 1 Palas**  
**Lampung Selatan 2020/2021**

No	Score	Class				Number of Students	Percentage
		VIII A	VIII B	VIII C	VIII D		
1	$\geq 70$	5	6	4	4	19	23%
2	$< 70$	17	14	16	19	66	77%
	Total	22	20	20	23	85	100%

*Source: The Data of Documentation English Teacher at SMP PGRI 1 Palas Lampung Selatan 2020/2021*

Based on the table explained before, there were 19 students or 23 of the students got the score above the criteria minimum mastery (KKM). The criteria minimum mastery is 70. It means that 66 students still got the score under the criteria minimum mastery. From the result of the interview the English teacher in SMP PGRI 1 Palas, Lampung Selatan, one of the problems that make students are not interested and bored in learning English because the teacher used a monotonous technique.<sup>6</sup>

By interviewing some students in the eighth grade of SMP PGRI 1 Palas Lampung Selatan, the first students say that English is a hard subject because the student is difficult to find what the meaning of vocabulary. The second student says that he feels difficult to understand vocabulary in learning the English language because remember vocabulary in English subject is difficult. The third student says that he feels bored in English subject because the teacher uses uninterested techniques and strategies.<sup>7</sup> It means that the teaching technique used by the teacher is not interesting, not effective, and makes students bored. Based on

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<sup>6</sup> Ira Nurrahma, the English teacher in SMP PGRI 1 Palas. An interview.

<sup>7</sup> Dina Istiana, Ego Saputra, and Radian Permadi in SMP PGRI 1 Palas. An interview

the explanation above, a good teacher must be able to find a good way in the teaching-learning process in others that the students enjoy, interested, and also challenged the materials. The teacher must be able to create a nice situation in the learning process, it can be done by using the game. Wright, *et. al.* state that game help and encourage many students to sustain their interest and work on learning a language.<sup>8</sup> It means that games could help the students to create their motivation to follow English learning especially for teaching vocabulary. The teacher can use the game as a technique in the teaching-learning process.

Game is a good way to use in teaching and learning and also games can make the learning process more interesting and exciting. Games help the teacher to create contexts in which the language is useful and meaningful. Games provided one way of helping the students to experience language rather than merely study it.<sup>9</sup> The situation or study by a game can make the students fun and happy and helped them to understand the material easily because the class became comfortable and the relation to each other is better.

The purpose of using games is to make the students easier to understand the material. With games, the students are expected to be able to work cooperatively with other friends. The students can think of something in a different way, especially about English. Using English games can give variation in teaching and can develop the students' competence. Some games can be used in the teaching-learning process such as Guessing Game, Search Game, Matching Game,

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<sup>8</sup> Andrew Wright, *et.al.*, *Games for Language Learning* (Cambridge: Cambridge University Press, 2006), p.2

<sup>9</sup> Andrew Wright. *et.al.* *Op. Cit.*, p2

Collecting Game and others,<sup>10</sup> but the researcher is interested to increase students' vocabulary mastery especially in teaching vocabulary by using Matching Game. The matching game is one of the methods in the cooperative study. The cooperative study is based on the philosophy of *homo homini socius*, which is the philosophy that emphasizes a human being as a social creature.<sup>11</sup> In this game, the students explored their vocabulary by self in teaching Matching Game.

There are some researches by using Matching Game. One of the researches is done by Novitasari, in her thesis entitled "the implementation of Matching Game in teaching reading comprehension and to show the students 'achievement improvement in learning narrative reading comprehension". The result of the action research showed that the students' reading comprehension and achievement in VIII C had significant improvement after the implementation of the Matching game as the teaching strategy. From the result, it can be concluded that the use of the Matching Game effectively helps students to improve their reading comprehension. Furthermore, it is suggested to apply the Matching Game to improve students' reading skills as an alternative strategy in teaching English, especially for reading comprehension.<sup>12</sup>

The second thesis is entitled "The Use of Matching Game to Improve Students' Understanding on Irregular Verb of Simple Past Tense in SMPN 01 Mlongo

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<sup>10</sup> Haldfield (1990 p.8)

<sup>11</sup> Anita Lie, *Cooperative Learning: Pembelajaran di Ruang-Ruang kelas*, (Jakarta Grasindo, 2008), p.28

<sup>12</sup> Novitasari, *The Implementation of Matching Game in Teaching Reading Comprehension, (A Classroom Action Research at the Eighth Grade of SMP N 1 Tonjong in the Academic Year of 2013/2014)*. (Semarang: State University of Semarang, 2009), unpublished thesis.



Jepara by Setianingsih. She found that the students' ability after getting treatment improved. In the treatment, students were given a matching game that was in line with the function of cooperative learning using the matching game. The content was complete and relevant to the topic and the ideas were easy to understand.<sup>13</sup>

Based on the discussion of the previous study, it can be concluded that there is a significant difference in this research with previous ones. The difference lies in the topic. In the first previous research of Novitasari, focus on matching games and reading comprehension with the result of the research matching game can improve students' reading skills. In the second previous research of Setianingsih focus in matching game to improve students' understanding on the irregular verb of simple past tense, with the result of the research is by using a matching game good effect to students' vocabulary knowledge makes students easy to understand irregular verb of simple past tense. While, in this research, the researcher used a matching game toward Students' Vocabulary Mastery. So, there is a difference between this research with previous research.

From the explanations, the researcher assumed that matching game is appropriate to be used in teaching vocabulary. Considering the explanation above, the researcher conducted research entitled; "The Influence of Using Matching Game toward Students' Vocabulary Mastery at the First Semester of Eighth Grade of SMP PGRI 1 Palas Lampung Selatan in the academic year of 2020/2021".

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<sup>13</sup> Arisa Setianingsih, *The Use of Matching Game to Improve Students' Understanding on Irregular Verb of Simple Past Tense*, (Semarang: Walisongo State Institute for Islamic Studies Semarang, 2010), unpublished thesis.

**B. Identification of the Problem**

Seeing the background of the problem above, the researcher identified that there were three problems:

1. The students find difficulties in mastering vocabulary.
2. The students' have some difficulties in the meaning words of vocabulary.
3. The teacher did not use an interesting game to teach vocabulary.

**C. Limitation of the Problem**

Considering the problems above, the researcher limits the research only on the use of matching games for teaching vocabulary to the eighth-grade students of SMP PGRI 1 Palas in the 2020/2021 academic year. In the research, the researcher used two themes of vocabulary taken from the syllabus.

#### **D. Formulation of the Problem**

Based on the limitation of the problem, the writer formulates the problem as follow: “is there any significant influence of using matching game toward students’ vocabulary mastery”?

#### **E. The objective of the Research**

The objective of this research wants to know whether there is a significant influence on students' mastery in vocabulary using Matching Games and without using Games.

#### **F. Uses of the Research**

The researcher expects that there are some uses of the research as follows:

##### **1. For the students**

By using matching games, it is hoped that students were more interested and motivated in learning English so that their English vocabulary developed.

##### **2. For the teacher**

By using matching games, the teacher can increase performance in teaching English, especially in vocabulary mastery. The teacher can improve their creativity in the teaching-learning process, so the goal of learning can be achieved. This study also gives the English teacher one of the various techniques in teaching vocabulary.

##### **3. For the school**

It gives a contribution to Junior High School that it can be used Matching games as of teaching in teaching vocabulary to the students.

4. For the reader

The reader got information and knowledge about the use of matching games towards students' vocabulary mastery.

### **G. Scope of the Research**

The scope of the research was as follow :

a. The subject of the research

The subject of the research was the eighth-grade students of SMP PGRI 1 Palas.

b. The object of the research

The objects of the research were the use of Matching Games and students' vocabulary mastery.

c. Place of the research

The research was conducted at SMP PGRI 1 Palas, South Lampung.

d. Time of research

The research was conducted in the first semester of the eighth grade in 2020/2021.



## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

#### **A. Frame of Theory**

##### **1. Teaching English as a Foreign Language**

Teacher plays an important role in the teaching-learning process. In teaching English as a foreign language the teachers need to vary the way of teaching to get the students' interest and attention to the lesson. In the teaching-learning process, some factors can influence the successful goals in the school. They are curriculum, materials, method, teachers, students, and the technique. When it is taught to the learners as a foreign language, they do not use it in their daily communication.

Setiyadi states language teaching is influenced by ideas on the nature of language. Differences in language theories may affect the selection of the teaching materials and differences in learning theories may affect the teaching methods.<sup>14</sup> It means that a method that is used on the assumption that we learn his native language (LI) will differ from one based on the assumption that learning a foreign is not the same as learning a mother tongue.

Talking about English as a foreign language in our country, the government has decided that English should be taught to the students from elementary school up

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<sup>14</sup> Ag. Bambang Setiyadi, *Teaching English as a Foreign Language*, Yogyakarta: Graha Ilmu, 2006,p.20

to the university level.<sup>15</sup> It means that the students can have the ability or knowledge of English, which can be used for communication since they are still children. However, the English language as an international language has an influence on human life in the whole world. We could communicate and interact with people from different countries and can follow different technology development.

Additionally, Murcia states that the goal of teaching a second or foreign language would be to gain the ability to communicate in the target language that is in language learners.<sup>16</sup> In other words, in teaching English as a foreign language, a teacher should be able to make his or her students use the language in communication. Besides, Finocchiaro and Bongiorno state that the objectives of teaching English in their principles of teaching English as a foreign language are:

1. To give the students' positive ability to understand the English that is used when spoken by native speakers.
2. To give the students' progress ability to read the material in English with comprehension, easiness, and enjoyment.
3. To give the students' progressive ability to write correctly and creatively in English.
4. To give the students' progressive ability to carry out conversation to the person in their group.

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<sup>15</sup> *Ibid*, p.9

<sup>16</sup> Marianne Celce-Murcia, *Teaching English as a Second or Foreign Language*, Rowly, New Bury, House Publishing Company, inc., Massachusetts, 1978, p.3

5. To give information, knowledge, attitude, and insight to appreciate the cultural similarity and differences of English spoken by others.<sup>17</sup>

Based on the explanation above, it can be concluded that teaching is the process of transferring knowledge to the students to make them learn and use English in both spoken and written forms.

A definition of a foreign language given by Wilkins that foreign language is one in which the target language is not the mother tongue of any group within the country where it is being learned and has no internal communication either.<sup>5</sup> This means that students who learn English as a foreign language have little or limited exposure to opportunities they have when their English teacher orally in the classroom interact.

Based on the statement above the writer assumes that teaching English as a foreign language should be based on students' needs. English as a foreign language, is learned by people through the teaching and learning process including transferring material and knowledge about the language practice so that students get more skill. However, communicate language teaching as an English foreign language context a greater challenge for students and teaching should be created the class by communication.

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<sup>17</sup> Mary Finocchiaro & Michael Bongiorno, *The Foreign Language Learners*, 1978.

## 2. Concept of Vocabulary

### a. Definition of Vocabulary

Vocabulary is an important device in language learning, it is supported by Wallace who states that vocabulary is a vital aspect of language, if we have the vocabulary we need, it is possible to communicate by using the word we have learned.<sup>18</sup> Vocabulary is one of the language components that play an important role in learning a language. If the students' English vocabulary mastery is limited, they will find some difficulties in using English for the aim of communication. Vocabulary is the set of words for which we know the meanings when we speak or read orally and the set of words also that an individual can use when writing.<sup>19</sup> To be able to communicate in English, the students will master adequate personal English vocabularies that cover their needs for communication in a real-life situation. Vocabulary is a bank of the number of words in a language or list of words with their meanings.<sup>20</sup> The statement above has explained that vocabulary is the total number of words whose meaning of those words must be understood and organize the words of a language is by the use of rules. So it is clear that vocabulary must exist in a language. One cannot express her or his ideas, nor can receive information without vocabulary.

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<sup>18</sup> Michael J Wallace. *Teaching Vocabulary*, Heineman Educational Book Ltd, New York, 1988;p.9

<sup>19</sup> Elfrida. H. Hiebert and Michael L. Kamil, *Teaching and Learning Vocabulary, Bringing Research to Practice*. Lawrence Erlbaum Associates, New Jersey USA, Mahwa Publisher, 2005.p.10

<sup>20</sup> Webster. *The New Webster Dictionary of Current English*, New York. Oxford University Press. 1988.p.23

Vocabulary is a horde of words that showed by an individual. It means that each word has a mean and function depends on their word form. According to Caroline, vocabulary is the collection of words that an individual.<sup>21</sup> Research in vocabulary acquisition by Nation reveals that students require at least five to sixteen exposures to a new word before learning it. points out that English language learners will benefit from a variety of activities aimed at increasing exposure to key vocabulary.<sup>22</sup> From the statement above, we can assume that vocabulary is used to build a language, it is a basic element in communication.

According to Brown, vocabulary is seen in its central role, conceptualized meaningful language.<sup>23</sup> Based on this statement, the teacher needs to create some way of teaching and learning vocabulary. The teaching-learning must be enjoyable so that the students can receive and understand it easily. Vocabulary should be mastered in language learning, especially in teaching and learning English as a foreign language because vocabulary can present or explain in all kinds of activities. So, learning vocabulary plays an important role in understanding the language whether it is used in written or spoken. We need a vocabulary to communicate. When we want to talk, if we have limited vocabulary so, we will difficult to convey something. That is why vocabulary is called as an important part of the language, no language exists without vocabulary.

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<sup>21</sup> Lynne Cameron, *Teaching Language to Young Learners*, New York: University Press, 2001, p. 17

<sup>22</sup> Bunch (2009, para.1)

<sup>23</sup> H Douglas Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy* (2<sup>nd</sup> Ed.) (San Francisco: Longman, 2001), p.70



## **b. Teaching and Learning Vocabulary**

Besides vocabulary can be taught, it can be presented, explained, included in all kinds of activities and experiences in many ways. Vocabulary is a basic element of language to understand the language; the learner shall know the complexity of words. The teacher decides how to teach vocabulary in the class according to Thornbury, here are five factors that have related to teaching set of words be considered by the teacher.

### **1. The level of the learners**

It means that the learners should be placed according to their level of language mastery, such as beginners, intermediate, or advanced. Consequently, the teacher should be able to give the material which suitable to their level of knowledge.

### **2. The learner is likely familiar with words**

It means that even though some words are not a part of the active vocabulary, the learners may have met them before.

### **3. The difficulties of item**

This describes whether the key expresses abstract rather than concrete meaning, or whether they are difficult to pronounce.

### **4. Their teaching ability**

This shows whether, for example, they can be easy, explained, or demonstrated.

5. Whether items are being learned for production (in speaking and writing) or for recognition only (in listening and reading)<sup>24</sup>

From the statement above, the students have different levels and teachers encourage their students to gain success in learning the language. The method or technique might be one motivating them on teaching language. There are many ways to teaching vocabulary mostly English teachers use, such as games and pictures. Teachers know that in presenting the new vocabulary the English teacher can not give the students a list of words, but they shall be creative to manage and introduce the words in a good and appropriate way.

The teaching-learning process is usually an integrated activity. It means that the teacher can teach vocabulary through context using a certain structure to practice a student's ability. To attract the students' interest the use of pictures or the real thing is much recommended. In introducing the vocabulary, the right pronunciation is given earlier. Moreover, if it is a color picture, it will be more interesting and directly used to practice or repeat the lesson about colors. The teaching of vocabulary can be done by considering these steps:

1. Introduction, it means that the teacher introduces some new words with right and clear pronunciation. The teacher should use a picture or a real thing.
2. Modeling, it means that the teacher gives some examples: to act as a model.

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<sup>24</sup>Scott Thornbury, *How To Teach Vocabulary*, Longman: London 2002, p.13

3. Practicing, it means that the teacher trains the students to imitate and practice.
4. Applying, it means that the teacher asks the students to apply the proper situation with teacher help.<sup>25</sup>

Based on the ideas above the writer concludes that vocabulary is the most important component of language that focuses on the meaning of words and becomes the basis of English skill that should be mastered by the learner, both in spoken and written.

### **c. Aspect of Vocabulary**

According to Harmer, there are some aspects of vocabulary that should be taught or mastered by the students in learning a foreign language, they are as follows:<sup>26</sup>

#### **1) Word Meaning**

The least problematic issues of vocabulary, it would seem, is meaning. According to Harmer word meaning include:

##### **a) Polysemy**

Polysemy is only resolved when we see the word in context, which allows us to say which meaning of words in the particular instance is being used.

For example, the house is at the foot of the mountains.

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<sup>25</sup> Kasihani K.E Suyanto. 2007. *English for Young Learners*. Jakarta: PT. Grafindo Media Pratama

<sup>26</sup> Jeremy Harmer, *The Practice of English Language Teaching*, (London: Cambridge 1988), p. 18

b) Antonym

The term antonym is used for the opposite meaning of a word. For example, "full" is an antonym of "empty".

c) It means that two or more words have the same meaning. For example, the synonym of smart is clever, bright may serve as the synonym of intelligence.

d) Hyponyms

It means items that serve as specific examples of a general concept. For example, the hyponyms of animals are dog, cat, and horse.

e) Connotation

A less obvious component of the meaning of an item is its connotation. The associations, positive or negative feelings it evokes, which may or may not be indicated in a dictionary definition. The connotation is the communication value as expressed under what it refers to, over and above its purely conceptual content. For example "slim" has favorable connotations, while "thin" has unfavorable; so that one could describe something as "slim body" not "thin body".

## 2) Extending Word Use

Words do not just have different meanings, however. They can also be stretched and twisted to fit different contexts and different uses. We say that someone is in a black mood or someone is yellow, yet we are not describing a color. In such a context black and yellow mean something else. It is frequently stretch throw the

set or metaphorical an idiom use. For example: "you are an apple in my eyes" this idiom expression shows that it began to praise someone.

### **3) Word Combinations**

Although words can appear as a single item which is combined in a sentence. (The mongoose bit the snake), they can also occur in two or more items groups (The normally lightning-quick reactions of the reptile let it down). They often combine in ways which competent speakers of the language recognize instantly, but which others often find strange. The kinds of the word that go together in one language are often completely different from the kinds of a word which live together in another.

### **4) Word grammar**

The last is about word grammar which is employed by distinguishing the use of words based on the use of certain grammatical patterns such as nouns, verbs, adjectives, adverbs, etc. we make a distinction between countable and uncountable nouns. The former can be both singular and plural. We can say one chair or two chairs, etc.<sup>27</sup>

From those statements, it can be concluded there are some aspects of vocabulary: they are word meaning, extending word use, word combination, and word grammar. In this research, the writer will focus on the word meaning and word use because both of them have learned by the students.

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<sup>27</sup> *Ibid*, pp. 18-21

#### **d. Definition of Vocabulary Mastery**

According to Kamil and Hiebert, vocabulary is knowledge of the meanings of words.<sup>28</sup> So, all of the knowledge of the word is vocabulary. It means that vocabulary is a vital part of the language because a language is formed by words. If we are having good enough vocabulary, we will be able to communicate with other people and express our idea clearly and easily.

According to Kridaklsana, vocabulary represents: (1) language component claiming all information about the meaning and word usage (2) vocabulary mastery of the speaker or writer of a language (3) list of the word formed such as a dictionary, but with the brief and practical definition.<sup>29</sup> It means that all details about meaning and word usage should have consisted of language components and it is produced by vocabulary. Vocabulary mastery is not only mastering in written form but also in oral form. Overall, vocabulary can be called a list of word that contains information about the meaning and word usage and it looks like a dictionary.

Mastery means understanding well or simply reaching a certain level of understanding of particular content, whereas competence represents the ability to apply what has been mastered. According to Guskey "Mastery is a term that all educators use and believe they understand well. But when pressed to describe precisely what it means to master a concept, skill, or subject everyone has a

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<sup>28</sup> Elfrieda H. Hiebert and Michael L. Kamil, *Op.Cit.*, p. 3

<sup>29</sup> Harimurti Kridaklasana, *KamusLinguistik*, (Jakarta: GramediaPustaka, 2008), p. 142

different definition.<sup>30</sup> Mastery is a complete skill of the students to understand well and communicate by using words they have learned.

From the explanations, mastery means as the ability of students to use the words that they have to learn in such aspects as word meaning and word use including nouns, and adjectives in daily activities.

#### **e. Types of Vocabulary**

Vocabulary has some types that need to be learned. There are types of vocabulary that are explained by experts. One explanation is explained by Thornbury. He explained that there are at least eight types of vocabulary.<sup>31</sup> There are nouns, verbs, adverbs, adjectives, pronouns, prepositions, conjunctions, and determiner. The researcher just focuses on nouns and adjectives in this research because they are included in the syllabus. Those can be described are:

#### **f. Noun**

##### **a. Definition of Noun**

According to Frank, a noun is one of the most important parts of speech. Its arrangement with the verb helps to form the sentence core which is essential to every complete sentence. In addition, it may function as the chief or headword in many structures of modification.<sup>32</sup>

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<sup>30</sup> Thomas R Guskey, *Educational Leadership*. Cambridge: Cambridge University Press, 1994), p. 1

<sup>31</sup> *Op.cit*, Scott Thornbury. p. 4

<sup>32</sup> Marcella Frank, *Modern English ParticalRefrence Guide*, (New York: New York University, 1972), p. 7



There are some main types of nouns, namely common nouns (words for people, places, and things are called common nouns), proper nouns (the names of particular people, places, and things), countable nouns and uncountable noun, and plural noun.

### **1. Common nouns**

#### **a) Common nouns are words for things**

These common nouns are words for things: *ruler, chair, hammer, bicycle, truth, pen, table, saw, ship, calculator, crayons, sofa, ax, truck, television, pencil, loyalty, drill, ferry, fridge, book, lamp, ladder, train, cooker, dictionary, carpet, lawnmower, bus, computer, courage, telephone, spade, laziness printer, etc.*

#### **b) Common nouns are words for animals**

These common nouns are words for animals: *dog, puppy, cat, kitten, cow, calf, horse, foal, sheep, lamb, goat, kid, frog, tadpole, etc.*

#### **c) Common nouns are words for places**

These common nouns are words for places: *a bank, airport, hotel gas station, library, park, museum, farm, mall, zoo, theater, factory, hospital, nursery, etc.*

#### **d) Common nouns are words for people who do certain things**

These common nouns are words for people who do certain things: *singer, manager, sailor, gardener, dancer, secretary, pilot, police, officer, etc.*

## 2. Proper noun

As mentioned before the proper noun is a word that showed about names of particular people, places, and things. According to Sargeant, there are some kinds of proper noun such as:

- a) The people's names of people's names are proper nouns. Such as *Robin Hood*, *Florence*.
- b) The names of the days of the week and the months of the year are proper nouns.
- c) The names of special days and celebrations are also proper nouns.
- d) The names of famous places, buildings, and monuments are proper nouns.
- e) The names of people who live in a particular country are also proper nouns.

## 3. Countable Noun

Countable noun can be singular or plural: book(s), hotel(s), day(s), job(s), mile(s), pieces(s). We use countable nouns separate individual things such as books and hotels, things we can count. Many countable nouns are concrete: table(s), car(s), shoe(s). but some are abstract: situation(s), idea(s).

## 4. Uncountable Noun

Uncountable nouns are neither singular nor plural: water, sugar, salt, music, electricity. We use uncountable nouns for things that do not naturally divide into separate units, such as water and sugar, things that we cannot count.



### 3. Approach, Method, and Technique

#### a. Definition of an Approach

**An approach** is a set of correlative assumptions dealing with the nature of language teaching and learning. An approach is axiomatic. It describes the nature of the subject matter to be taught.<sup>35</sup> The approach is how to start learning, How to manage learning activities and attitudes of students so that students do the learning process actively and get the result optimally. People use the term approach to refer to theories about the nature of language and language learning which the sources of the way things are done in the classroom and which provide the reasons for doing them. For example, before a teacher will teach in the class, the first should approach students to know the situation of the class, condition, and characteristics of students. What is the nature of education? What is the role of the teacher, the student, the administration, the parents? After finding the answer, a teacher easily to know what the method is appropriate for teaching student.

#### b. Definition of Method

**The method** is an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon the selected approach.<sup>36</sup> The method is the practical realization of an approach. The originators of a method have arrived at decisions about types of activities, roles of teacher and

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<sup>35</sup> Jack C. Richards and Theodore S. Rodgers, *The Nature of Approaches and Method in Language Teaching*, Cambridge University Press, Cambridge, 1987, p.35.

<sup>36</sup> *Ibid.*

learners, the kinds of material which will be helpful, and some model of syllabus organization.<sup>37</sup> Many methods have been developed in teaching and learning English. The natural method, for example, was developed in imitation of the way children learn their first word. Other methods, such as the Total Physical Response method and the audio-lingual method are used to teach the English language with a focus on specific learning styles. The history of language teaching methods began with the grammar teaching of Latin and Greek, and then the method was improved with the introduction of translation in teaching the languages, which was popularly known as the Grammar Translation Method (GTM).<sup>38</sup>

The method is a way something is done. Perhaps used for routine tasks. For example, after the teacher does approach, the teacher decided that the method to appropriate in teaching-learning vocabulary in elementary school is the Total Physical Response (TPR) method because the students will understand more toward new material by using a direct example or responses and this method did not make students felt bored. Method refers to how you apply your answers from the questions stated in Teaching Approaches to your day to day instruction in front of your students. “Do you follow the textbooks and curricula to the letter with everything?” This is not really a question of “what works for you' but what actual practices and procedures of teaching do you prefer and come most naturally to you?” The method is based on the teacher's passion and the teacher's ability in doing a method.

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<sup>37</sup> Jeremy Harmer, *Op.Cit*, p.62.

<sup>38</sup> Bambang Setyadi, *Op.Cit*, p.6

### c. Definition of Technique

**The technique** is the implementation that actually takes place in a classroom. It is a particular trick, stratagem, or contrivance used to accomplish an immediate objective. Techniques must be consistent with a method, and therefore in harmony with an approach as well.<sup>39</sup> The technique is how the teacher in the teaching-learning process does. Learning techniques are determined based on the method used and the method is based on the approach used. From the statement above, we can conclude that approach is the level at which assumptions and beliefs about language and language learning are specified; the method is the level at which theory is put into practice and at which choices are made about the particular skills to be taught, the content to be taught, and the order in which the content will be presented; the technique is the level at which classroom procedures are described.

Teaching Techniques: These are the little sneaky tricks we all know and use to get the job done in the classroom. Teachers all over have systems of rewards/punishments for students who comply and exceed or defy and lag behind. If a classroom is becoming distracted a teacher may use the technique of silent reading or shared reading to try to rope them in again. Another may choose to use a quick physical activity to distract their distraction and get them all to do the same thing at the same time - then quickly direct them back to work.

From the explanation above, the researcher concludes that games are including in a technique in the teaching and learning process because in a game there is a

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<sup>39</sup>*Ibid.*

procedure, trick, or stratagem in the teaching and learning process that can motivate the student. So, in this case, a matching game is a game that is included in the technique for the teaching and learning process.

#### **4. Concept of Matching Game**

##### **a. Definition of Game**

A game is an activity that can do a recreation. A contest physical or mental according to certain rules for amusement, recreation, or for winning a stake as a game of chance, games of skill, field games, etc. Harmer states games are designed to engage students with a list of vocabulary items that be used in the lesson sequence which follow.<sup>40</sup> It can be the statements point out two important functions of using games in teaching make teachers easier to present the materials. Second, the students in a game give them pleasure and skill the students. This created well in the classroom, where the students pay more attention to the lesson. Therefore, motivate the students to their interest and work in learning a language. Thornbury states that it would be wrong to suggest that vocabulary learning to be all work and no play.<sup>41</sup> The game also provides an environment for coping with new learning. Paul says, when children are having fun, they are more like to take the risk, make mistakes without having a feeling of failure and try to overcome their initials feelings of confusion when they encounter new words and patterns.<sup>42</sup> Game of any kind is usually fun. So they will find the subject more interesting, more enjoyable and will begin to improve as a result.

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<sup>40</sup> Jeremy Harmer, *Op. Cit*, p.238

<sup>41</sup> Scott Thornbury, *Op. Cit*, p.102

<sup>42</sup> David Paul, *Teaching English to Children in Asia*, (Hongkong: Longman, 2004), p.49



Brown adds, "Game could be any activity that formalizes a technique into units that can be stored in some way".<sup>43</sup> It means in teaching vocabulary teachers can use games as a technique expected that students can be motivated and more active in the learning process.

The statement above Game also helps the teacher to create a context in which teaching language is useful and meaningful. Game is good devices for practicing English, and it can be used to teach vocabulary. So that can make students more diligent in study. Therefore, the researcher will choose a game to teach the students in this research. The name of game the write will use is a matching game.

#### **b. Definition of Matching Game**

Matching games are a game to match the corresponding pair of cards or pictures and may be played as a whole class activity, where everyone must circulate until they find a partner with corresponding cards or pictures or as a pair work or small group activity.<sup>44</sup> A matching game is a selection of subject or clinical trials or other studies so that the different groups are similar in selected characteristics. The matching game is one of the techniques that use by the researcher in the teaching-learning process. The use of matching games has a good implication. The matching game is a very simple but very effective way to learn a particular topic. It stimulates students in learning the topic. Furthermore, it also makes the goal of students to be more interested and enjoyable in the teaching-learning process.

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<sup>43</sup> H Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy*, San Francisco, Longman, 2001, p.183

<sup>44</sup> Hadfield, J., *Beginners' Communication Games*. London: Longman, 1999), p.8.

Jacobs stated that matching game, as the name implies, participants need to find a match for a word, picture, or card.<sup>45</sup> So, in this research, the researcher will use media to help the researcher to teach by using a matching game. Media is tools or everything that can be used to deliver a message from the sender to the receiver, so it can stimulate the mind, feelings, interests, and concerns of students so that the learning process takes place effectively and efficiently as expected.<sup>46</sup> In this research, the researcher uses cards as the media in teaching matching games, the cards that contain question cards, and answer cards appropriate with the material.

Then for the material of the matching game, the teacher has to find what kinds of matching games want to be developed. Since the function of the game is to match one element to another, whether it is between words with words, pictures with pictures, or mixed. Then, the teacher needed to determine the contents that are going to develop whether it is matching between two elements, three elements, or more. The most simple analysis could be done by determining the needs of students.<sup>47</sup> The students have to match the answer card to the students in question card based on the changing verb and tenses, matching game built the positive interdependence when students are working together in determining their partner. They also care for their friends learning. In the activity of finding the correct

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<sup>45</sup> Jacobs, G. M. *Using Games in Language Teaching* (1996). [Accessed 27th October 2016] Available from World Wide Web: <http://www.georgejacobs.net/MIArticles/Games%20for%20Language%20teaching.doc>

<sup>46</sup> Sandman, A.S., *Media Pendidikan*. (Jakarta: Rajawali, 2002), p.6.

<sup>47</sup> I Gede Bagus Wisnu Bayu Temaja, *Matching Game in Teaching English for Young Learners*, (Bali: GRDS Publishing, Universitas Pendidikan Ganesha, 2017), International Journal of Social Sciences.

partner, it shows the individual accountability whereby each student is responsible for finding the correct answer.

### **c. The procedure of Matching Game**

In implementing Matching Game, steps or procedures are needed to get the goal of the teaching-learning process.

The procedure of matching game is described below:

1. The teacher prepares the cards. The card is divided into two types: one type consists of the questions and the other consists of the answer. The cards are spread to the students. Each student gets one card, the question card or the answer card, some cards are conditioned not to have a partner.
2. The teacher explains the role of the matching game.
3. Each of the students is given a time of about 15 minutes to determine the answers or questions from their own card.
4. Students are asked to matching the cards with their appropriate pairs. Each of the students must be able to match their cards on time. If the students are not able to match in a given time, they will get a punishment that is agreed before.
5. The teacher with the students makes a conclusion from the material given.<sup>48</sup>

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<sup>48</sup> *Ibid*, Headfield, 1999 p. 276.

**d. The Advantages of Matching Game are:**

According to Huda, there are some advantages to the Match technique, as follows:

- a. Match technique can improve students in a learning activity for their cognitive and physic.
- b. Fun.
- c. Match technique can improve students' motivation in learning and students' comprehension about the material.
- d. Effective as exercise courage students to perform a presentation.
- e. Effective to coach students' discipline to appreciate the time to learn.

**e. The Disadvantages of Matching Game**

According to Huda, there are some disadvantages to the Match technique, as follows:

- a. If this learning is not well prepared, much time is wasted.
- b. At the beginning of the application of this learning, many students shy paired with the opposite gender
- c. If the teacher does not give instruction very well, a lot of students are less attention during a presentation.

- d. The teacher should be careful and prudent when given the punishment to students  
which not getting the couple, because they could shame.
- e. Using this model continuously will cause bored.<sup>49</sup>

## **5. Concept of Translation technique**

### **a. Definition of Translation Technique**

Hurtado defines the translation technique as procedures to analyze and classify how translation equivalence works. The translation techniques have five basic characteristics:

- 1) They affect the result of the translation
- 2) They are classified by comparison with the original
- 3) They affect the micro-units of texts
- 4) They are by nature discursive and contextual
- 5) They are functional obviously, translation techniques are not the only categories available to analyze a translated text. Coherence, cohesion, thematic progression, and contextual dimensions also intervene in the analysis.<sup>50</sup>

Translation technique is a technique for communication of the meaning of a source-language text by means of an equivalent target-language text. According to the Jaaskelainen, translation technique is a series of competencies, a set of steps or processes that favor the acquisition, storage,/or

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<sup>49</sup> Miftahul Huda., p.253-254

<sup>50</sup> Lucia Molina and Amparo Hurtado Albir, " Translation Techniques Revisited: A Dynamic and Functionalist Approach" 2016.

utilization of information.<sup>51</sup> In this research, the translation technique focuses on translating some unfamiliar vocabularies. After the students find the meaning, then the students' are memorizing them. This technique using by the teacher to teaches vocabulary mastery.

#### **b. The classify translation technique**

The classification of translation techniques is based on the following criteria:

- 1) To isolate the concept of technique from other related notions (translation strategy, method, and error).
- 2) To include only procedures that are characteristic of the translation of texts and not those related to the comparison of languages.

To maintain the notion that translation techniques are functional. Our definitions do not evaluate whether a technique is appropriate or correct, as this always depends on its situation in text and context and the translation method that has been chosen.

- 3) In relation to the terminology, to maintain the most commonly used terms.
- 4) To formulate new techniques to explain mechanisms that have not yet been described.

They are some techniques of translation:

- (1) Adaptation. To replace an ST cultural element with one from the target culture.
- (2) Amplification. To introduce details that are not formulated in the ST: information, explicative paraphrasing. Amplification is in opposition to

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<sup>51</sup> Jaaskelainen (1999) <http://www.bokorlang.com/journal/41culture.htm> (July, 15<sup>th</sup> 2012)

reduction.

- (3) Borrowing. To take a word or expression straight from another language. It can be pure (without any change).
- (4) Calque. The literal translation of a foreign word or phrase; can be lexical or structural.
- (5) Compensation. To introduce an ST element of information or stylistic effect in another place in the TT because it cannot be reflected in the same place as in the ST.
- (6) Description. To replace a term or expression with a description of its form or/and function,
- (7) Discursive creation. To establish a temporary equivalence that is totally unpredictable out of context.
- (8) Established equivalent. To use a term or expression recognized (by dictionaries or language in use) as an equivalent in the TL.
- (9) Generalization. To use a more general or neutral term.
- (10) Linguistic amplification. To add linguistic elements. This is often used in consecutive interpreting and dubbing.
- (11) Linguistic compression. To synthesize linguistic elements in the TT. This is often used in simultaneous interpreting and in sub-titling.
- (12) Literal translation. To translate a word or an expression word for word.
- (13) Modulation. To change the point of view, focus, or cognitive category in relation to the ST; it can be lexical or structural.
- (14) Particularization. To use a more precise or concrete term.



(15) Reduction. To suppress an ST information item in the TT.

(16) Substitution (linguistic, paralinguistic). To change linguistic elements for paralinguistic elements (intonation, gestures) or vice versa.

(17) Transposition. To change a grammatical category.

Variation to change linguistic or paralinguistic elements (intonation, gestures) that affect aspects of linguistic variation: changes of textual tone, style, social dialect, geographical dialect.<sup>52</sup>

### **c. The advantage of Translation Technique**

The following are the advantage of translation technique:

1. Understandable. For instance, if we translate an English text to the Indonesia language, it is much more understandable by us.
2. Widen vocabulary, hence increasing our vocabulary indirectly.
3. Discipline your mind. Researching and discovering new words and even cultures that are in the texts that they translate. As a result, we will have our own experts on translating literary texts that we do not have to import them.

### **d. The disadvantage of Translation Technique**

The following are a disadvantage of the translation technique:

1. Inaccurate words. Somehow, we tend to translate it into languages, but the words that we use are sometimes inaccurate that it does not have in our vocabulary or is slightly different from our language.
2. Lack of originality. We do think it will be a lack of originality as we tend to change the words, thus the meaning of the text itself is marginally or slightly

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<sup>52</sup>*Ibid*, p.509.

different. Take time to interpret. It does take the time we interpret, learn, research, and finally translate the whole text.<sup>53</sup>

**e. The procedure of Teaching Vocabulary Mastery through Translation Technique**

Below is the procedure of teaching vocabulary through translation technique:

1. In class, translation activities were introduced explicitly at the beginning and included discussion on the definition of translation and what the translator needs to translate from one language to another.
2. The translation was integrated reading activities to find the new vocabulary.
3. The translation was conducted at both sentence/word (English to Indonesia) and passage (Indonesia to English) levels.
4. Several short Indonesia text translations (around 400 characters) were integrated progress-safety into class activities.

Feedback was provided in the following week by 1) correcting individual translation work and 2) presenting common mistakes/errors in class.<sup>54</sup>

**B. Frame of Thinking**

Vocabulary is one aspect of language which is important in learning the language because vocabulary carries a meaning which is used in communication. Without mastering vocabulary well, learners can not communicate well to other people. In

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<sup>53</sup> Albany, *Advantages, and Disadvantages of Translation*.  
<http://tccl.rit.albany.edu/knit/index.php/unit> 3: what is the advantage of using translation as a teaching resource/. Accessed on 05 March

<sup>54</sup> Sayuki Machida, *A Step Forward to Using Translation to Teach a Foreign/Second Language*, Melbourne: University of Melbourne. 2008. p. 143

teaching and learning English, teaching vocabulary is important. The objective of teaching vocabulary is not only memorizing the list of words, but also the learners have to understand the meaning of that word, how to pronounce the word well, and how to use the word into the sentences.

There are many kinds of techniques in teaching and learning. Teachers should have the ability to choose the appropriate and implement the technique in the teaching-learning process to obtain the teaching and learning goal. The use of an interesting technique is necessary to motivate the students to learn. Game is one of those techniques. In teaching vocabulary, the teacher should have a game that not only made the students fun but also educated. In this case, the teacher can teach the students can learn more and be more active in the class.

Matching games can create a fun learning environment. This game provides a sense of anticipation as the students' works. This game is not only can make the students happy but also can make the students think more to guess the words.

Based on the previous explanation, the writer believes that using a matching game can increase the student's vocabulary mastery because there are many elements, are fun, enjoyment, competitive and cooperative situation. It makes the class lively and enthusiastic. The game trains the students' cooperative. In this research, the writer concludes that matching game is a good technique in teaching vocabulary, because there are so many words appear and it can improve students' vocabulary mastery.

### **C. Hypothesis**

Based on the frame of thinking above, the writer formulated the hypotheses of the research as follows:

H<sub>a</sub>: There is a significant influence of using matching games towards students' vocabulary mastery in the second semester of the eighth grade of SMP PGRI 1 Palas in the academic year of 2018/2019.

H<sub>o</sub>: There is no significant influence of using matching games towards students' vocabulary mastery in the second semester of the eighth grade of SMP PGRI 1 Palas in the academic year of 2018/2019.

### **CHAPTER III**

#### **RESEARCH METHODOLOGY**

##### **A. Research Design**

In this research, the researcher used an experimental design. According to Setiyadi, an experimental design intended to find the relation of variables invalid which can be used to search the conclusion in general.<sup>55</sup> Then, experimental has three types they are; 1) pre-experimental design, this section presents two designs that have been as pre-experimental because they provide little or no control of extraneous variables. Unfortunately one finds that design is still used in educational research. 2) True experimental. Setiyadi states that the true experimental method has three basic characteristics: a) a control group (or group) is present b) both of the subjects are chosen by random, c) an initial test is given to see the capabilities of the groups.<sup>56</sup> 3) The quasi-experimental design includes an assignment, but not an assignment of the participant to the group. This is because the experimenter cannot artificially create groups for the experiment.<sup>57</sup>

From the statements above, the researcher used a quasi-experimental research design to know the influence of matching games on the student's vocabulary mastery. This design is because if the researcher randomly assigns the students classes, it disturbed classroom learning. Therefore, when randomized designs are not feasible, the researcher must use of quasi-experimental design.

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<sup>55</sup> Ag Bambang Setiyadi, 2006 *Metode Penelitian Untuk Pengajaran Bahasa Asing Pendekatan Kuantitatif dan Kualitatif*. Yogyakarta: Graha Ilmu., p.125

<sup>56</sup> *Ibid.* p.141

<sup>57</sup> John W Creswell, *Educational Research 4<sup>Th</sup> Ed*, London: University Of Nebraska, 2008, p.309

In this research, the researcher used two classes, one as an experimental class that was given treatment by using a matching game and the other one as a control class that taught in using the technique that has been applied by an English teacher. The researcher design can be presented as follows:

**Table 1**  
**Pre And Post-Test Design**

Control Class Group	Pre-test	Translation technique	Post-test
Experimental Class Group	Pre-test	Matching game	Post-test

## **B. Variable of the Research**

A variable is a characteristic or attribute of an individual or an organization that a researcher can measure or observe and varies among individual or organization study.<sup>58</sup> In this research, there are two variables, they are, dependent variable and independent variable. The dependent variable is variables whose change the researcher wishes to explain. Whereas the independent variable is variables that help explain the change in the dependent variable.<sup>59</sup> In this research, the researcher used two variables, they are:

### **1. Independent variable**

The independent variable in this research is the matching game as a variable (X).

### **2. Dependent variable**

The dependent variable in this research is students' vocabulary mastery in the narrative text as a variable (Y).

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<sup>58</sup> John W. Creswell. *Op.Cit*, p.112

<sup>59</sup> Patel, Parina. *Introduction to Quantitative Methods*, (Cambridge: Harvard University, 2009), p.2

### **C. Operational Definition of Variable**

The operational definition of a variable is used to describe the variables which used in this research to avoid misconception of variables presented in this research. So the researcher investigates the data related to variables of this research. The operational definition of a variable in this research is:

#### **1. Matching Game**

The matching game is one of the games that can be included in both competitive and cooperative games. That is why playing a matching game in the classroom more interesting.

#### **2. Vocabulary mastery**

Vocabulary mastery means the ability of students to use the words that they have to learn in such aspects as word meaning and word use including nouns and adjectives in daily activities.

### **D. Population, Sample, and Sampling Technique**

#### **1. The population of the Research**

Frenkel and Wallen state that a population in a research study is the group on which information is obtained. The larger group to which one hopes to apply the result is called the population.<sup>60</sup> The populations of this research are all the eighth grade of SMP PGRI 1 Palas in the second semester in the 2020/2021 academic year. The total number of all students is 85 students that are divided into 4 classes.

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<sup>60</sup> Jack R. Fraenkel and Norman E. Wallen, *How to Design and Evaluate Research in Education* (7<sup>th</sup> Ed), (New York: McGraw-Hill, 7<sup>th</sup> ed., 2009), p.90

Based on the statement, all the students are the population in this research. The total number of the students at the eighth grade of SMP PGRI 1 Palas in the second semester in 2020/2021 academic year could be seen from the table below:

**Table 3.1**  
**The Population of Students of the Eighth Grade Students at SMP PGRI 1 Palas in 2018-2019 Academic Year**

No	Class	Gender		Total
		Male	Female	
1	VIII.A	9	13	22
2	VIII.B	8	12	20
3	VIII.C	6	14	20
4	VIII D	10	13	23
<b>Total</b>		33	52	85

*Source: The data of Documentation at the Eighth Grade of SMP PGRI 1 Palas, in 2020-2021 Academic Year.*

## 2. Sample of Research

Frenkel and Wallen state that most people, we think, based their conclusion about a group of people (students, Republicans, football players, actors, and so on) on the experiences they have with a fairly small number, or sample, of individual members. It means that the sample is a part of individual members which was chosen to represent the whole population. Based on the population above, the researcher took two classes as the sample of the research. The first class was the experimental class and the second class was the control class.

## 3. Sampling Technique

In this research, the researcher uses cluster random sampling. Frankle and Wallen state that the selection of groups, or clusters, of the subject rather than individuals, is known as cluster random sampling.<sup>61</sup> The researcher uses this sampling because

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<sup>61</sup>*Ibid.* p. 90



the population is in groups and the researcher took the sample from a group or a class where one class as a controlling class and one class as an experimental class.

There are procedures to take the class as a sample:

- a. First, the researcher writes all of the classes of the eighth grade on some small pieces of paper. Then, the small pieces of paper are rolled and put into a bottle.
- b. The second, the bottle is shaken by the researcher, and the researcher took one small piece of rolled paper. It was a control class and all small pieces of rolled paper were put into the bottle again.
- c. Next, the researcher shakes the bottle again and takes one small piece of rolled paper. It was an experimental class.

#### **E. Data Collecting Technique**

The researcher used tests as the instruments in collecting the data. The test consists of a pretest and a posttest. The test is used to know the students' ability in their vocabulary mastery. In this research the researcher used the data:

##### **1. Try-out test**

The try-out test administers to know the quality of the test to take the data. The try-out test conducted at the first meeting in the try-out class. The researcher used the result of the try-out test to measure the level of difficulties and discrimination power, to find out the validity and reliability. The test was a multiple-choice test that consists of 50 items for the pre-test and 50 items for the post-test.

## 2. Pre-test

A pre-test provides a measure on some attributes or characteristics that you assess for participants in an experiment before they receive treatment. A pre-test conducted before treatment.<sup>62</sup> It means that a pre-test is done to know the student's ability before treatment. The pre-test was done in control class and experimental class, the test was written form by giving students multiple-choice tests.

## 3. Post-test

A post-test is a measure of some attributes or characteristics that are assessed for participants in an experiment after a treatment. It means that the post-test conducted after treatment. The researcher used the post-test to know the effect of the treatments toward the students' vocabulary mastery after given to both the control class and experimental class after receiving the treatment.

## **F. The instrument of the Research**

In this research, the researcher use da test to get the data about vocabulary mastery with; noun and adjective. Sugiyono states that a research instrument is a tool used by the researcher to measure the nature of social phenomena being observed.<sup>63</sup> Here, it has a purpose as a tool to get the data. It is used to measure the students' ability and to get the data to prove the theory. In this research, the researcher used a vocabulary test as an instrument.

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<sup>62</sup> John W. Creswell, *Op. Cit.*, p. 297

<sup>63</sup> Sugiyono, *Op.Cit*, p.148

For the vocabulary test, the researcher used the multiple-choice with four options; a, b, c, and d. Thornbury states that Multiple-choice tests are the popular way of testing in that they are easy to score and they are easy to design.<sup>64</sup> The criteria of vocabulary mastery test could be seen in the table below:

**Table 4**  
**The Specification of Test for Try-Out test**

No	Aspect	Subject	Odd	Even	Total	Distribution	
						Odd	Even
1	Word Meaning	Noun	6	7	13	7, 15, 19, 21, 47, 49	2, 4, 14, 26, 36, 46, 50
		adjective	7	5	12	1, 3, 17, 27, 29, 35, 43	8, 10, 18, 30, 42
2	Word Use	Noun	6	7	13	9, 23, 31, 33, 37, 39,	6, 32, 34, 38, 40, 44, 48
		adjective	6	6	12	5, 11, 13, 25, 41, 45,	12, 16, 20, 22, 24, 28
Total			25	25	50	25	25

Based on the table 4, it could be concluded that the try out test consists of 40 items. It consists 25 items for word meaning, 25 items for word use. In word meaning, they are 1, 3, 17, 27, 29, 35, 7, 15, 19, 21, 29, 35, 43, 47, 49 for odd questions, meanwhile for even questions they are 2, 4, 14, 26, 36, 8, 10, 18, 30, 36, 42, 46, 50. In word use they are 5, 11, 13, 25, 9, 23, 31, 33, 37, 39, 41, 45 for odd questions, for even questions they are 6, 12, 16, 20, 22, 24, 28, 32, 34, 38, 40, 44, 48.

The specification of the test for pre-test and post-test were as follows;

**Table 3. 3**  
**The specification of Pre-test and Post-test for Vocabulary Mastery**

No	Aspect	Subject	Pretest	Posttest	Number of Items
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<sup>64</sup> Scott Thornbury, *How to Teach Vocabulary* (Essex: Longman Pearson Education Limited, 2002), p.132

					Pretest	Posttest
1	Word Meaning	Noun	1, 4, 9, 10, 15, 22, 3,	1, 4, 7, 9, 10, 15, 6	7	7
		adjective	5, 17, 21, 13, 24	5, 17, 21, 8	5	4
2	Word Use	Noun	6, 8, 12, 18, 20, 14, 23	3, 13, 14, 16, 19, 23, 24,12	7	8
		adjective	2, 7, 11, 25, 16, 19	2,11, 22, 25, 18,20	6	6
Total			25	25	25	25

## G. Research Procedure

In conducting the research, the writer used the following steps:

### 1. Planning

Before the researcher applies the research procedure, the researcher makes some planning to run the application well. Some steps should be done by the researcher. The procedures could be seen as follows:

#### a) Determining the subject of the research

The subjects of the research are students in the first semester of the eighth grade of SMP PGRI 1 Palas in the academic year of 2020/2021.

#### b) Preparing try-out

The researcher prepares a kind of test (called a try-out test) that would be given to the students. The researcher prepares the try-out for the pre-test and post-test. The total number of this test is 40 questions. Then, the researcher evaluates the test items to get the best items that would be given in the pre-test and post-test.

c) Preparing pre-test

The researcher prepares a kind of test (calls pre-test) that would be given to the students. The researcher uses the test instrument that has already tried out. The test is multiple choices that consisted of 40 questions with 4 options (A, B, C, and D).

d) Determining the material to be taught

The researcher determines the material to be taught to the students. The material is related to familiar vocabulary for students' identifications. The theme for material about the narrative text. This material is based on the syllabus in the first semester of the eighth grade.

e) Preparing post-test

The researcher prepares a kind of test (called post-test) that would be given to the students. The post-test is given to know the student's vocabulary mastery after being given the treatment. The test was 40 questions of 4 options (A, B, C, and D). The multiple choices had differences with the test in the pre-test.

## **2. Application**

After making the planning, the researcher tried to apply the research procedure that had been already planned. There are some steps in doing this research:

- a. In the first meeting, the researcher gave try-out.

This test was multiple choices consisted of 50 questions with 4 options (A, B, C, and D).

- b. In the second meeting, the researcher gave the pre-test.

This test is multiple choices with 4 options (A, B, C, and D). The total number of the test items consisted of 25 questions with 4 options (A, B, C, and D). The number of test items is determined by the validity and reliability analysis of the tryout. It meant that only the valid and reliable test items were used in the pre-test.

- c. After giving the pre-test, the researcher conducted the treatment in the control class and experimental class. In the control class, the class teacher conducted the treatment by using a translation technique, while in the experimental class, the researcher gave the treatment by using matching games. Both the control class and experimental class is given three treatments.

- d. In the last meeting, the researcher gave a post-test.

The test is multiple choices consist of 25 questions with 4 options (A, B, C, and D). The total number of test items is determined by the validity and reliability analysis of the try-out. It meant that only valid and reliable test items used in the post-test.

### 3. Reporting

The last point that had been done in the research procedure was reporting. Three steps should be done in reporting. The steps were as follows:

- a. Analyzing the data that are already received from the try-out test.
- b. Analyzing the data that are already received from pre-test and post-test.
- c. Making a report on the findings.

### H. Scoring System

Before getting the score, the researcher determining the procedure to be used in scoring the students' work. To do that, the researcher used Arikunto's formula<sup>65</sup>

$$S = \frac{r}{n} (100)$$

Notes:

S: the score of the test

r: the total of the right answer

n: the total items

### I. Validity and Reliability

To know whether the test is good or not, some criteria should be considered. The criteria of a good test were validity (content validity and construct validity) and reliability.

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<sup>65</sup>SuharsimiArikunto, *Dasar-DasarEvaluasiPendidikan*, (Jakarta: Bina Akasar, 1989), p. 271

## 1. Validity of Test

Validity is a matter of relevance. A good test is a test that has validity. The test can be said valid if the instrument item can be used to measure should be measured.<sup>66</sup> Besides, Ary says that validity is defined as the extent to which an instrument measures what it claimed to measure.<sup>67</sup> It means that a test is valid if the test can test what needs to be tested correctly. The researcher analyzed the test from content, construct validity, and internal validity to measure whether the test is valid or not.

### a. Content Validity

Content validity could be done by comparing the contents between instruments with the subject matter that has been taught.<sup>68</sup> Content validity can be found by relating material of the test to the curriculum and syllabus in the first semester of the eighth grade of junior high school. It means that the researcher should make the test based on the curriculum and syllabus that still uses in the school especially for the eighth grade of SMP PGRI 1 Palas.

### b. Construct Validity

Construct validity focus on the kind of test that is used to measure the ability. It means that the test can measure what needs to be measured. The test items should measure the students' vocabulary mastery. If the instruments measure of vocabulary, construct validity can be measure by evaluating all items. To know

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<sup>66</sup> Sugiono, *Op.Cit.*, p. 121

<sup>67</sup> Donal Ary, *Introduction to research in Education*, (Wadsworth: Cengage Learning, 2006), p. 225

<sup>68</sup> Sugiono, *Op.cit.*, p. 129



whether the instruments in fulfilled the criteria of construct validity, the researcher consulted the instrument test with Ms. Ira Nurrahma as an English teacher at SMP PGRI 1 Palas to check and measure the validity of the instrument and he said that the instrument has construct validity.

## **2. Reliability of Test**

Reliability refers to whether the test is a consideration in its scoring and gives us an indication of how accurate the test score. Reliability means that a test is reliable if the test was able to give consistent score even though the test is given repeatedly to the same individual or sample. In this case, the researcher used SPSS 16 to calculate the reliability of the test.

The criteria of reliability test are:

0.0 – 0.19 = Very Low

0.20 – 0.39 = Low

0.40 – 0.59 = Medium

0.60 – 0.79 = High

0.80 – 1.00 = Very High

Based on the criteria of reliability above, it can be concluded that the result obtained in SPSS 16 of reliability for pre-test and post-test items has high

reliability because it amounts to 0.78 it means that the level of reliability of the test items in this research is reliable.

## **J. Data Analysis**

After collecting the data, the researcher analyzed the data by using parametric statistics. Two assumptions should be fulfilled, they were normality and homogeneity test.

### **a. Normality Test**

The normality test is used to measure whether the data in the experimental class is normally distributed or not. In this research, the researcher used statistical computation by using SPSS 16 (Statistical Package for Social Science) version 16 for the normality of the test. The criteria of the normality test as follows:

The hypotheses formulas are:

$H_0$  = The data have a normal distribution

$H_a$  = The data do not have a normal distribution

The test criteria are:

$H_0$  is accepted if  $\text{Sig. (P-value)} > \alpha = 0.05$

$H_a$  is accepted if  $\text{Sig. (P-value)} < \alpha = 0.05$

### **b. Homogeneity Test**

After the researcher got the conclusion of the normality test, the researcher used this homogeneity test to know whether the data was homogeneous or not. In this research, the homogeneity was calculated by using statistical computation SPSS 16 (Statistical Package for Social Science) version 16 for homogeneity of the test. The test of homogeneity employing Levene's test.

The hypotheses were:

$H_0$ : The variance of the data are homogeneous

$H_a$ : The variance of the data are not homogeneous

The criteria of the test were as follows:

$H_0$  is accepted if Sig. (Pvalue)  $> \alpha = 0.05$

$H_a$  is accepted if Sig. (Pvalue)  $< \alpha = 0.05$

## **2. Hypothetical Test**

After the researcher knows that the data were normal and homogeneous, the data are analyzed by using a T-test to know the significance of the treatment effect. In this case, the researcher used statistical computation by using SPSS 16 (Statistical Package for Social Science) version 16 for hypothetical of the test. The purpose of using SPSS, in this case, is to practicality and efficiency in the study.

The hypotheses are:

Ha : There is a significant influence of using Matching Game towards students' vocabulary mastery in the first semester of the eighth grade at SMP PGRI 1 Palas in the academic year of 2020/2021.

Ho : There is no significant influence of using Matching Game towards students' vocabulary mastery in the first semester of the eighth grade at SMP PGRI 1 Palas in the academic year of 2020/2021.

While the criteria of acceptance or rejection of a hypothesis are:

Ha is accepted if  $\text{Sig.} < \alpha = 0.05$

Ho is accepted if  $\text{Sig.} > \alpha = 0.05$

## **CHAPTER IV**

### **RESULT AND DISCUSSION**

#### **A. Result of the Research**

The research was conducted to know whether there was a significant influence of using matching game toward students' vocabulary mastery in the first semester of the eighth grade of SMP PGRI 1 Palas in the academic year of 2020/2021. The total number of the sample was two classes that were chosen as the control class and experimental class.

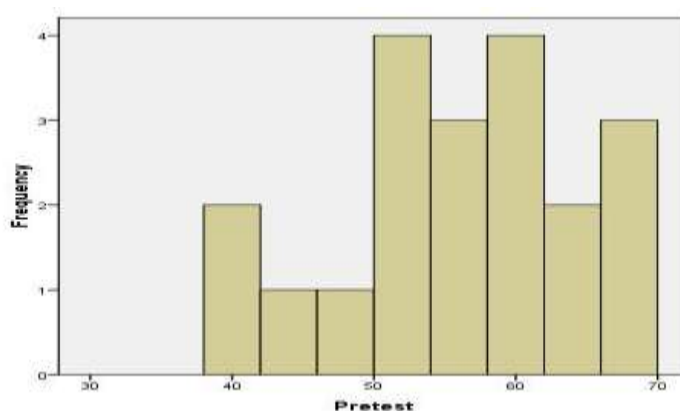
The instrument of this research was the test. The pre-test consisted of 25 multiple-choice items and the post-test consisted of 25 multiple choice items with four options. The pretest was conducted previously on Juli 14<sup>th</sup>, 2020 for class VIII C as a control class, and the pretest in the experimental class was conducted on Juli 14<sup>th</sup>, 2020. The class that was used as the experimental class was VIII B. The pretest was administrated to see the students' scores in vocabulary mastery before getting treatment.

After doing the research, the researcher got the result of the pretest and posttest. The test was conducted in two classes, the first was the experimental class and the second was the control class. The pretest was held on Juli 14<sup>th</sup>, 2020, and the posttest on August 10<sup>th</sup>, 2020.

### a. Result of Pre-test in Experimental Class

The researcher conducted Pretest to know students' abilities before the treatment. The pre-test was administrated on Juli 14<sup>th</sup>, 2020. The scores of students' vocabulary mastery tested in the pre-test in the experimental class seen in Figure 1.

**Figure 1**  
**Graph of the Result of the Pretest Experimental**

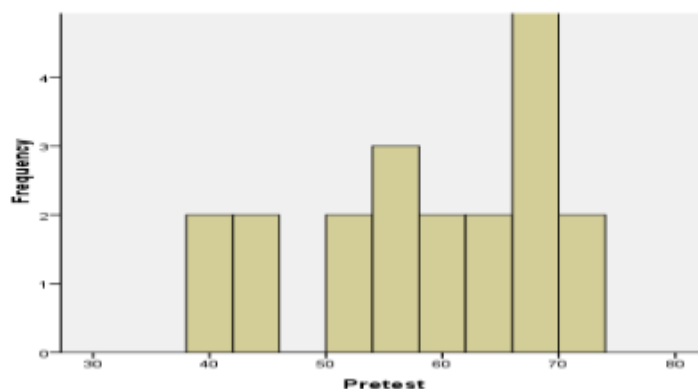


Based on figure 1, it can be seen 2 students got score 40 (10%), 1 students got score 44 (5%), got score 48 (5%), 3 students got score 56 (15%). The mean of pretest in the experimental class was 56, the standard deviation was 8.608, N was 20, and the median was 56.00, the variance was 74.105, the minimum was 40 and the maximum was 68. It showed students' vocabulary mastery before they got treatments.

### b. Result of Pre-test in Control Class

The researcher conducted a Pre-test to know students' abilities before the treatment. The pre-test was administrated on Juli 14<sup>th</sup>, 2020. The scores of students' vocabulary mastery tested in the pre-test in the control class could be seen in Figure 2.

**Figure 2**  
**Graph of the Result of the Pre-test in Control Class**

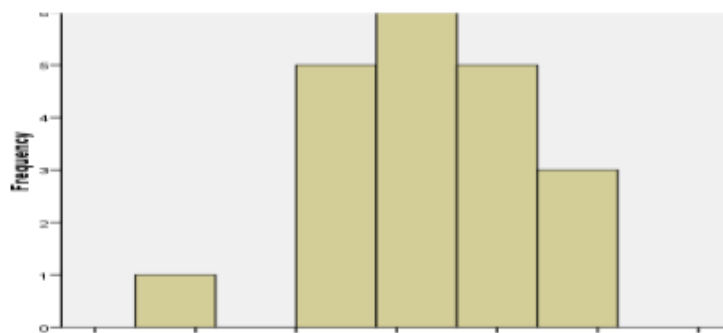


Based on figure 2, can be seen 2 students got score 40 (10%), 2 students got score 44 (10%), 2 students got score 52 (10%), 3 students got score 56 (15%) and 2 students got score 60 (10%), 2 students got score 62 (10%), 5 students got score 68 (25%), 2 students got score 72 (10%). The mean of pretest in the control class was 58.6, the standard deviation was 10.485, N was 20, the median was 60.00, the minimum score was 40 and the maximum was 72. It showed students' vocabulary mastery before they got treatments. At the beginning of the research, the pretest was administered to know students' vocabulary mastery before they were given treatments by the researcher. The result showed that the mean score of the pretest between the experimental class was 56 and the mean score pretest in the control class was 58.06.

### c. Result of Post-test in Experimental Class

The researcher also gave a post-test in the experimental class to know students' narrative text after the treatment. It was administrated on August 10<sup>th</sup>, 2020. The score of the post-test in the experimental class is presented in Figure 3.

**Figure 3**  
**Graph of the Result of the Post-test Experimental Class**

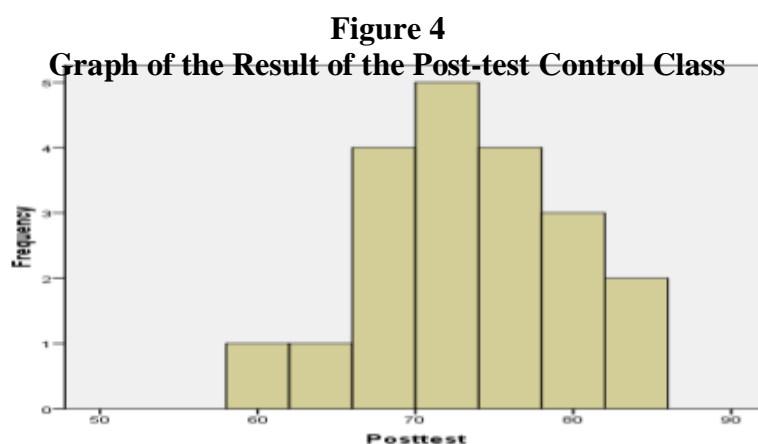


Based on figure 3, can be seen 1 student got score 64 (5%), 5 students got score 72 (25%), 6 students got score 76 (30%), 5 students got score 80 (25%) and 3 students got score 84 (15%). The mean of the post-test in the experimental class was 76.60, the standard deviation was 5.072, N was 20, the median was 76.00, and the variance was 25.726, the minimum was 64 and the maximum was 84. It showed students' vocabulary mastery ability after they got treatments.



#### d. Result of Post-test in Control Class

The researcher also gave a post-test in the control class to know students' narrative text after the treatment. It was administrated on August 10<sup>th</sup>, 2020. The score of the post-test in the control class is presented in Figure 4.



Based on figure 2, can be seen 1 student got score 60 (5%), 1 student got score 64 (5%), 4 students got score 68 (20%), 5 students got score 72 (25%), 4 students got score 76 (20%), 3 students got score 80 (15%) and 2 students got score 84 (10%). The mean of the post-test in the control class was 73.40, the standard deviation was 6.394, N was 20, the median was 72.00, the variance was 40.884, the minimum was 60 and the maximum was 84. It showed students' vocabulary mastery before they got treatments. At the end of the research, a post-test was given to measure the improvement of the students' vocabulary mastery ability in both classes after treatments were done. The mean score of the post-test

in the experimental class was 76.60 and the mean of the post-test in the control class was 73.40. Its mean teaching vocabulary mastery by matching game more effective and by using translation technique can increase their vocabulary mastery score.

**e. Gain Score**

The writer got again to score from the post-test score pre-test score.gain score was used to analyze normality, homogeneity, and independent-sample t-test. If the gain score in this manner positive gain score indicates that the post-test score was higher than the pre-test score, a negative gain score indicates that the post-test score was less than the pre-test. This is a detailed score pre-test, post-test, and gain in the experimental and control class.

**B. Data Analysis**

After collecting the data, the researcher analyzed the data by using an independent sample t-test. Two assumptions were done before the researcher analyzed the data by using a t-test.

**a. The Result of Normality Test**

The writer did a normality test to know whether the data has a normal distribution or not. The hypothesis for the normality test is formulated as follows:

$H_0$ : the data are normally distributed

$H_a$ : the data are not normally distributed

While the criteria for the normality test are as follows:

$H_0$  is accepted if  $\text{Sig (P-value)} > \alpha = 0.05$

$H_a$  is accepted if  $\text{Sig (P-value)} < \alpha = 0.05$

**Table.4**  
**The Normality Test of Experimental and Control Class**

Tests of Normality							
Technique		Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	df	Sig.
Gain	Experimental Class	.149	20	.074	.949	20	.350
	Control Class	.164	20	.162	.934	20	.188

a. Lilliefors Significance Correction

Based on Table 5, it can be seen that  $P_{\text{-value}}$  (Sig.) for the experimental class was 0.350 and  $P_{\text{-value}}$  (Sig) for the control class was 0.188. Because of Sig. ( $P_{\text{-value}}$ ) of experimental class  $> \alpha$  0.05. So,  $H_0$  is accepted, and Sig. ( $P_{\text{-value}}$ ) for the control class  $> \alpha$  0.05. So,  $H_a$  is rejected. The conclusion is that the data in the experimental class and control class had a normal distribution.

#### **b. The Result of Homogeneity Test**

After knowing the normality of the data, the researcher calculated the homogeneity test to know whether the data were homogenous or not. The writer did this homogeneity test to know whether the data is homogeneity or not. The writer used the Levene Test using SPSS 16.00. the hypotheses for the homogeneity test are formulated as follows:

$H_0$ : the variance of the data is homogeneous

$H_a$ : the variance of the data is not homogeneous

While the criteria for the homogeneity test are as follows:

$H_0$  is accepted if  $\text{Sig (P-value)} > \alpha = 0.05$

$H_a$  is accepted if  $\text{Sig (Pvalue)} < \alpha = 0.05$

	Levene Statistic	df1	df2	Sig.
Score Based on Mean	.184	1	38	.670

Based on table 6, it can be seen the result of the homogeneity test is 0.670. It was told that  $H_0$  is accepted because of  $\text{Sig. (P-value)} > \alpha = 0.05$ .

Thus, it can be concluded that the variance of data was homogenous.

**c. The result of a Hypothetical Test**

Based on the previous explanation that the normality and homogeneity test was satisfied. Therefore, the researcher used the hypothetical test using SPSS (*Statistical Program for Social Science*), an independent sample t-test. The hypothesis was:

$H_a$ : There is an influence of using matching games towards students' vocabulary mastery in the first semester of the eighth grade of SMP PGRI 1 Palas, in the academic year of 2020/2021.

$H_o$ : There is no influence of using matching games towards students' vocabulary mastery in the first semester of the eighth grade of SMP PGRI 1 Palas, in the academic year 2020/2021.

**Table 7**  
**The Result of Hypothetical test**

T	Df	Sig. (2-tailed)
1.995	38	.000

Based on the results obtained in the independent sample t-test in Table 7, the value of significant generated *Sig.* ( $P_{\text{value}}$ ) = 0.000 <  $\alpha$  = 0.05. So,  $H_a$  is accepted and  $H_o$  is rejected. Based on the computation, it can be concluded that there was ef influence of using matching games towards students' vocabulary mastery in the first semester of the eighth grade of SMP PGRI 1 Palas, in the academic year of 2020/2021.

### C. Discussion

In this research three components are tested to know the students' vocabulary, including word meaning and word use with the topics about stationary, job, and sports. Based on the finding research, there was so much increase in students' vocabulary after the treatments. It happened because through the matching game the students tried the new technique in learning vocabulary. In the matching game, the students felt enjoy and enthusiastic to learn English, especially vocabulary although some problems happened during the implementation of the matching game.

The pre-test was conducted to know the students' vocabulary mastery before the treatment. The test was multiple-choice which had been determined by the validity test. In other words, the students were given the test only by valid tests. From 50 items, there are only 25 valid items that became the pretest. The test

consists of word meaning and word use with the topics about stationary, job, and sports.

Based on the mean of students' score that analyzed by SPSS 16. The mean of students' pretest score from the experimental class was 56, meanwhile from the control class was 58,6 (see figure 1 and 2). It can be concluded that the mean of the experimental class was higher than the mean of the control class.

In this research, the writer gave three times for the treatment and began in July 2020. The writer found that all activities could run well. All students paid attention to the teacher seriously while presenting the lesson. The students did not seem to be the teacher seriously while presenting the lesson. The students did not seem to be worried and nervous anymore and they participated in the class well. The treatments were very exciting and interesting to the students. They felt very interested in and enjoyable of the activities.

In the first treatment, the students looked nervous. The writer asked the students what vocabulary is. Some students knew vocabulary but they were still confused. So the writer explained vocabulary and its types for making easy the students to understand vocabulary. In the first treatment, the writer taught the students the topic about the job. Then the writer introduced a matching game. Then the writer explained to the students what matching game itself.

Firstly, the writer prepared the pictures cards about the topics. Then The card is divided into two types: one type consists of the questions and the other consists of the answer. The cards are spread to the students. Each student gets one card,

the question card or the answer card, some cards are conditioned not to have a partner. Each of the students is given a time of about 15 minutes to determine the answers or questions from their card. Students are asked to matching the cards with their appropriate pairs. Each of the students must be able to match their cards on time. If the students are not able to match in a given time, they got the punishment that is agreed before. The last, the writer explained all of the words that were mentioned by the students.

The second treatment was better than the first. In this meeting, the writer gave the same treatment to the students. Before starting the lesson, the writer tried to review about vocabulary that they had learned in the previous meeting. In the second treatment, the writer focused on the topic of sports. Then the writer reminded about the procedure of the matching game. Before applying this treatment the writer explained the material first.

Firstly, the writer prepared the pictures card about the topics. Then The card is divided into two types: one type consists of the questions and the other consists of the answer. The cards are spread to the students. Each student gets one card, the question card or the answer card, some cards are conditioned not to have a partner. Each of the students is given a time of about 15 minutes to determine the answers or questions from their card. Students are asked to matching the cards with their appropriate pairs. Each of the students must be able to match their cards on time. If the students are not able to match in a given time, they

got the punishment that is agreed before. The last, the writer discusses with the students and make a conclusion from the material given.

The third treatment was better than before because the students were familiar with teaching the learning process through a matching game. In this meeting, the writer gave the same treatment to the students. Before starting the lesson, the writer tried to review about vocabulary that they learned in the previous meeting and asked them to mention some of the words about the topics before. In the third treatment, the writer focused on the topic of stationery. Then the writer reminded about the procedure of the matching game.

Firstly, the writer prepared the pictures card about the topics. Then The card is divided into two types: one type consists of the questions and the other consists of the answer. The cards are spread to the students. Each student gets one card, the question card or the answer card, some cards are conditioned not to have a partner. Each of the students is given a time of about 15 minutes to determine the answers or questions from their card. Students are asked to matching the cards with their appropriate pairs. Each of the students must be able to match their cards on time. If the students are not able to match in a given time, they got the punishment that is agreed before. The last, the writer makes a conclusion from the material given.

After applied the treatments, the writer conducted the posttest. Posttest was conducted to know the students' vocabulary mastery after the treatment. The test was multiple-choice which had been determined by the validity test. In



other words, the students were given the test only by valid tests. From 50 items, there are only 25 valid items that became the posttest. The test consists of word meaning and word use with the topics about stationary, job, and sports.

Based on the mean of students' score that analyzed by SPSS 16. The mean of students' posttest scores from the experimental class was 76,60, meanwhile from the control class was 73,40 (see figure 3 and 4). It can be concluded that the mean of the experimental class was higher than the mean of the control class.

In general, the teaching and learning process ran well because the students cooperated well throughout the third treatments. Through the matching game, the students can more active in the class because the matching game is an interesting game that can motivate students to learn English especially vocabulary. In applying the treatments, the students seem so much fun because they provided many pictures to make them more understand about the topic. Then, they did not look nervous anymore but they looked so much fun. Overall, the writer found that all activities could run well. The treatments were very exciting and interesting to the students. They felt very interested in and enjoyable of the activities.

Based on the data and testing of the hypothesis, the result of the calculation by SPSS version 16.00 found that the hypothesis null ( $H_0$ ) was rejected and the hypothesis alternative ( $H_a$ ) was accepted. From the analysis above, we knew

that using the matching game in teaching and learning vocabulary could improve and get a better result than using the translation technique.

It can be conclude matching games can improve the attention to the other students and enthusiasm for learning in the child. This will also help the child to boost up his motivation and interest in learning and participation in class. Matching game can be an alternative if teachers want to have a consistent method engaging all aspects which share and considers most of the children's traits and would obviate the present learning processes. Therefore, in this case, the writer would like to say that using a matching game is a one-off good way of motivating the students for learning English, especially vocabulary. So, it can be said that there is a significant influence of matching games towards students' vocabulary in the first semester of the eighth grade of SMP PGRI 1 Palas in the academic year of 2020/2021.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

Based on the research that was carried out in SMP PGRI 1 Palas in the academic year of 2020/2021, the writer might conclude as follows:

In the previous chapter, the writer had analyzed the data statistically. Based on the statistical analysis, there is a significant influence of matching games towards students' vocabulary mastery in the first semester of the eighth grade at SMP PGRI 1 Palas in the academic year of 2020/2021. the value of significant generated *Sig. (P-value)* =  $0.000 < \alpha = 0.05$  and it means that  $H_0$  is rejected and  $H_a$  is accepted.

By using the matching game, the students become more focused to follow the learning process. Furthermore, the matching game could help the students to provide the interesting material of vocabulary, and implement vocabulary interestingly and engagingly. It can be concluded, there was an influence of using matching game towards students' vocabulary mastery in the first semester of the eighth grade of SMP PGRI 1 Palas in the academic year of 2020/2021.

#### **B. Suggestion**

Based on the result of the research and the advantage of using matching games towards student's vocabulary mastery in the first semester of the eighth grade

of SMP PGRI 1 Palas in the academic year of 2020/2021. The writer would like to give some suggestion, as follow:

### **1. For the Teacher**

- a. A matching game as an alternative game of the teaching process is a good way to be applied in the eighth grade to improve students' vocabulary since the students not only translate many words but also making them more understandable and active in the learning process.
- b. The English teacher should be able to choose the appropriate game according to the skill and materials that are going to teach the students to make an interesting and enjoyable situation in the teaching and learning process.
- c. The teacher should give motivation to the students to do several practices for learning vocabulary in real situations.

### **2. For the Students**

- a. The students must be active in doing exercise especially vocabulary exercise.
- b. The students should learn harder and more seriously in learning English to develop and increase their ability.
- c. The students should practice using English in their daily activities.
- d. The students also should have the motivation to learn English to improve their English ability.

- e. The students should not be lazy to open the dictionary when they hard to get the meaning of words because it can be a good habit when they want to try to practice harder.

### **3. For the Other Writer**

- a. The writer should be able to find out the alternative way to solves the teacher and the students' problem in the context teaching-learning process, especially in vocabulary, and recommend the game for the future.
- b. In this research, the treatments were done three meetings. Other writers can spend more time giving treatments to the students so that they can get enough exercise.
- c. In this research, the writer used the Matching game to help the students of Junior High School, especially in vocabulary. Other writers can use a Matching game for senior high school.
- d. The next researcher is also suggested to do research that related another aspect of vocabulary such as, teaching-learning vocabulary by using a game, a technique in teaching vocabulary, a method in learning vocabulary, etc.

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# A P P E N D I C E S

## **Appendix 1 Teacher Interviews**

### **INTERVIEWS FOR GUIDELINE THE TEACHER AT PRELIMINARY RESEARCH**

**Interviewer : Rizky Fatmawati**

**Interviewee : Ira Nurrahmah, S.Pd**

**Place : SMP PGRI 1 Palas Lampung Selatan**

1. Can you control the class when you teaching English?
2. What is students' problem in learning English?
3. Do you have problems in teaching English?
4. Do you use standard textbook in teaching English?
5. Do you use Method or Technique in teaching English class?
6. How about the student's vocabulary mastery?
7. Could you give me your data Reading in this semester?

## Appendix 2 Teacher Interviews

### INTERVIEWS FOR THE TEACHER AT PRELIMINARY RESEARCH

**Interviewer : Rizky Fatmawati**

**Interviewee : Ira Nurrahmah, S.Pd**

**Place : SMP PGRI 1 Palas Lampung Selatan**

1. The researcher : Can you control the class when you teaching English?  
The teacher : Yes, but sometimes I got difficulty to make the students pay attentions because some students were busy with their activity like chatting with their friends and make the class became noisy.
2. The researcher : What is students' problem in learning English?  
The teacher : The students usually faced difficulties in mastering the vocabulary and to know the meaning of the words of vocabulary.
3. The researcher : Do you have problems in teaching English?  
The teacher : So far the problem are students are passive in learning English, because they less vocabulary that make they afraid to speak English text and less confident.
4. The researcher : Do you use standard textbook in teaching English?  
The teacher : No, I usually prepare the material by myself or from the internet.
5. The researcher : Do you use Method or Technique in teaching English class?  
The teacher : I am using Translation Technique as the method in teaching learning English.
6. The researcher : How about the student's vocabulary mastery?  
The teacher : their vocabulary is still low because they did not have many vocabularies.
7. The researcher : Could you give me your data Reading in this semester?  
The teacher : Yes, of course. I have some class 7.A, B, C, and D, and the Lesson plan.
8. The researcher : I think my interview is done. Thank you so much for your time.  
The teacher : you are welcome.

### Appendix 3.A Questionnaire of the Students in the Preliminary Research ANGKET (KUESIONER)

#### Penjelasan:

Kuesioner ini dibuat untuk mengetahui pendapat anda tentang pelajaran bahasa Inggris dan keterlibatan kalian selama mengikuti pelajaran tersebut. Kuesioner ini tidak berpengaruh sama sekali terhadap nilai. Oleh karena itu jangan ragu untuk menjawab setiap pertanyaan. Jawablah pertanyaan dibawah ini sejujur-jujurnyadan seelas-jelasnya sesuai dengan kondisi yang kalian alami.

#### Petunjuk Pengisian:

Sebelum mengisi kuesioner ini, Anda dimohon untuk memperhatikan hal-hal sebagai berikut:

Berilah tanda ceklist (  $\checkmark$  ) pada salah satu kolom pilihan jawaban yang tersedia

1. SS : Sangat setuju                      3. BS : Biasa saja                      5.STS :Sangat tidak setuju  
2. S : Setuju                                      4. TS : Tidak setuju

#### Contoh

No	PERNYATAAN	KETERANGAN				
		SS	S	BS	TS	STS
1	Belajar bahasa Inggris di dalam kelas sangat menyenangkan	$\checkmark$				

Responden :

Kelas :

No	Pernyataan	Jawaban				
		SS	S	BS	TS	STS
1.	Saya menyukai pelajaran Bahasa Inggris					
2.	Saya merasa ada manfaat nya jika belajar bahasa Inggris					
3.	Pelajaran bahasa Inggris sangat penting					
4.	Saya menyukai cara mengajar guru bahasa Inggris khusus nya <i>vocabulary</i>					
5.	Saya sering menghadapi kesulitan dalam belajar bahasa Inggris khususnya dalam memahami arti <i>vocabulary</i>					
6.	Saya sering menghadapi kesulitan dalam belajar bahasa Inggris khususnya dalam mengingat <i>vocabulary</i>					
7.	Saya sering menghadapi kesulitan dalam belajar bahasa Inggris khususnya dalam menggunakan <i>vocabulary</i>					

**Appendix 3.B The Result of Students' Questionnaire**  
**The Result of Questionnaire**

No	PERNYATAAN	KETERANGAN					Total	Kesimpulan
		SS	S	BS	TS	STS		
1	Saya menyukai pelajaran Bahasa Inggris	16%	20%	<b>60%</b>	52%	44%	100%	Most of students do not like English.
2	Saya merasa ada manfaat nya jika belajar bahasa Inggris	24%	32%	<b>68%</b>	48%	40%	100%	Based on the percentage, some students think that there are advantage if we learn English, but most of students do not think so.
3	Pelajaran bahasa Inggris sangat penting	36%	28%	<b>72%</b>	56%	44%	100%	Most of students are not feel interest with speaking subject
4	Saya menyukai cara mengajar guru bahasa Inggris khusus nya <i>vocabulary</i>	32%	44%	<b>60%</b>	40%	28%	100%	Based on the percentage, some students agree if the teacher use nice method, but most of students are not feel interest with the teacher's method.
5	Saya sering menghadapi kesulitan dalam belajar bahasa Inggris khususnya dalam memahami arti <i>vocabulary</i>	<b>80%</b>	72%	28%	20%	16%	100%	Most of students are feel difficult in learning English especially to understand the meaning of the vocabulary.
6	Saya sering menghadapi kesulitan dalam belajar bahasa Inggris khususnya dalam mengingat <i>vocabulary</i>	<b>88%</b>	76%	48%	24%	20%	100%	Most of students get some difficulties in learning English especially to memorize the vocabulary.
7	Saya sering menghadapi kesulitan dalam belajar bahasa Inggris khususnya dalam menggunakan <i>vocabulary</i>	<b>80%</b>	52%	28%	16%	32%	100%	The students get difficulties in learning English especially to using the vocabulary.

**Keterangan:****SS : SangatSetuju****TS : TidakSetuju****BS : BiasaSaja****STS : SangatTidakSetuju****S : Setuju**

## Appendix 5. A

### RENCANA PELAKSANAAN PEMBELAJARAN (Control Class)

Nama sekolah : SMP PGRI 1 PALAS LAMPUNG SELATAN.

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VIII (Delapan) / 1

Jenis teks : *Narrative text*

Tema : *School dan Family Life*

Aspek/Skill : Berbicara

Alokasi Waktu : 2 x 45 menit (2x pertemuan )

Kompetensi inti :

KI 1	Menghargai dan menghayati ajaran agama yang dianutnya
KI 2	Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotongroyong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya
KI 3	Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata
KI 4	Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

Kompetensi Dasar dan Indikator Pencapaian Kompetensi :

No	Kompetensi Dasar	Indikator Pencapaian Kompetensi
1.1	Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.	1.1.1 Menulis <i>learning log</i> yang mengungkapkan rasa syukur atas kesempatan dapat belajar bahasa Inggris
2.2	Menunjukkan perilaku jujur, disiplin, percaya diri, dan <b>bertanggungjawab</b> dalam melaksanakan komunikasi transaksional dengan guru dan teman. (Cetak tebal: Fokus untuk	2.2.1 Bertanggung jawab atas tindakan anggota-nya saat menjadi pemimpin kelompok 2.2.2 Mengakui ketika membuat kesalahan 2.2.3 Tidak menyalahkan orang lain atas tindakannya sendiri

	pembelajaran dalam RRP ini)	2.2.4Melakukan hal-hal yang dikatakan akan dikerjakan tanpa diingatkan orang lain.
3.7	Memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada teks untuk menyatakan dan menanyakan sifat orang, binatang, benda, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.	3.7.1 Menentukan tujuan komunikatif teks 3.7.2Mengidentifikasi struktur teks 3.7.3Mengidentifikasi unsur kebahasaan dalam teks
4.8	Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan sifat orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks.	4.8.1Menanyakan sifat dan ciri fisik benda secara lisan dengan akurat, lancar dan berterima 4.8.2Menyatakan sifat dan ciri fisik benda secara lisan dengan akurat, lancar dan berterima 4.8.3Menanyakan sifat dan ciri fisik benda secara tertulis dengan akurat, runtut dan berterima 4.8.4 Menyatakan sifat dan ciri fisik benda secara tertulis dengan akurat, runtut dan berterima

## I. Tujuan Pembelajaran

### Pertemuan Pertama

Setelah mengikuti serangkaian kegiatan pembelajaran, peserta didik dapat:

- 1) mengidentifikasi tujuan komunikatif teks secara berkelompok berdasarkan pertanyaan pengarah dari guru;
- 2) mengidentifikasi struktur teks secara berkelompok berdasarkan pertanyaan pengarah dari guru;
- 3) mengidentifikasi kata sifat yang terdapat dalam teks secara berkelompok;
- 4) mengidentifikasi frase benda yang terdapat dalam teks secara berkelompok;

### Pertemuan Kedua

- 1) menulis learning log yang mengungkapkan rasa syukur atas kesempatan dapat belajar bahasa Inggris;
- 2) bertanggung jawab atas tindakan anggotanya saat menjadi pemimpin kelompok;
- 3) mengakui ketika membuat kesalahan;
- 4) tidak menyalahkan orang lain atas tindakannya sendiri;



- 5) melakukan hal-hal yang dikatakan akan dikerjakan tanpa diingatkan orang lain;
- 6) menanyakan sifat dan ciri fisik benda secara tertulis dengan akurat, runtut dan berterima dalam bentuk poster hasil kegiatan *School*
- 7) menyatakan sifat dan ciri fisik benda secara tertulis dengan akurat, runtut dan berterima dalam bentuk poster hasil kegiatan *School*
- 8) menanyakan sifat dan ciri fisik benda secara lisan dengan akurat, lancar dan berterima berdasarkan poster hasil kegiatan *School*
- 9) menyatakan sifat dan ciri fisik benda secara lisan dengan akurat, lancar dan berterima hasil kegiatan *School*

## II. Materi Pembelajaran : *Sport*

### Pertemuan Pertama

**Fungsi Sosial :** Mendeskripsikan dan mengidentifikasi benda.

**Struktur Teks :**

- An introduction to the subject of the description;
- Characteristic features of the subject, eg physical appearance, qualities, habitual behavior, significant attributes.

**Unsur Kebahasaan:**

- Kata sifat (*big, small, tall, short, fast, colorful, expensive*, dsb.)
- Nama-nama benda (*ball, bat, net, racket, glove, ring, shuttlecock*, dsb.)
- Kata kerja dalam *the simple present tense*: *have, has, be*, dsb.
- Ucapan, tekanan kata, intonasi, dan ejaan.

**Topik:** Benda-benda yang berada di sekitar dan relevan dengan kehidupan siswa.

### Pertemuan kedua

**Fungsi Sosial :** Mendeskripsikan dan mengidentifikasi benda.

**Struktur Teks :**

- An introduction to the subject of the description;
- Characteristic features of the subject, eg physical appearance, qualities, habitual behavior, significant attributes.

**Unsur Kebahasaan:**

- Kata sifat (*big, small, tall, short, fast, colorful, expensive*, dsb.)
- Nama-nama benda (*ball, bat, net, racket, glove, ring, shuttlecock* dsb.)
- Kata kerja dalam *the simple present tense*: *have, has, be*, dsb.
- Ucapan, tekanan kata, intonasi, dan ejaan.

**Topik:** Benda-benda yang berada di sekitar dan relevan dengan kehidupan siswa.

## III. Metode Pembelajaran : Translation technique

## IV. Media, Alat, dan Sumber Pembelajaran

### 1. Media

Gambarbenda, kartu kata, poster

### 2. Alat

Realia benda, spidol warna, kertas spectra, kertas plano

### 3. Sumber Pembelajaran

- a. Kementerian Pendidikan dan Kebudayaan. 2013. Bahasa Inggris, *When English rings the bell*. Jakarta: Politeknik Negri Media Kreatif. Hal. 125.
- b. Board of Studies New South Wales. 1998. *English K-6 Modules*. Sydney: Board of Studies NSW. Hal. 85.
- c. Amos E., Prescher E., & Raby J. 1998. *Winner Student Book 1*. Jakarta: Pearson Education Asia Pte Ltd. 69.
- d. Lingkungan sekitar: Nama dan lokasi lingkungan sekitar sekolah

## V. Langkah-langkah Kegiatan Pembelajaran

### Pertemuan Pertama

#### Pendahuluan (10 menit)

- 1) Guru memberi salam (*greeting*);
- 2) Guru memeriksa kehadiran siswa;
- 3) Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran;
- 4) Guru memberi motivasi belajar siswa secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari, dengan memberikan contoh dan perbandingan lokal, nasional dan internasional;
- 5) Guru mengajukan tentang kaitan antara pengetahuan sebelumnya dengan materi yang akan dipelajari;
- 6) Guru menjelaskan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai;
- 7) Guru menyampaikan cakupan materi dan uraian kegiatan sesuai silabus.

#### Kegiatan inti (60 menit)

##### Mengamati

- 1) Peserta didik mengamati teks sederhana tentang menanyakan, menyatakan sifat, dan mendeskripsikan benda.
- 2) Peserta didik melakukan tanya jawab atau interaksi dengan guru untuk menanyakan hal-hal yang belum diketahui atau ingin diketahui.

##### Merumuskan Pertanyaan atau Hipotesis

- 3) Peserta didik mengajukan pertanyaan tentang isi teks, makna kata, tata bahasa, struktur teks, fungsi komunikatif teks, serta hal-hal lain yang ingin diketahui dengan cara yang sederhana.
- 4) Peserta didik mengajukan pertanyaan tentang cara menanyakan sifat benda.
- 5) Peserta didik mengajukan pertanyaan tentang cara menyatakan sifat benda.

#### Mengumpulkan Data atau Informasi

- 6) Guru memberikan teks bacaan pendek kepada Peserta didik
- 7) Guru dan Peserta didik bersama-sama membahas arti dari teks tersebut dengan caramenerjemahkannya.
- 8) Guru membacakan kosa kata yang sulit kepada Peserta didik
- 9) Peserta didik di minta mengulangi kosakata yang dibacakan oleh guru.

- 10) Guru menjelaskan kembali.

### **Menganalisis Data atau Informasi dan Membuat Kesimpulan**

- 11) Peserta didik mengidentifikasi fungsi dan jenis kata yang ditandai (garis bawah, lingkaran, dan tanda kotak) dengan cara sederhana.
- 12) Peserta didik mengidentifikasi struktur kalimat yang terdapat dalam teks dengan cara sederhana.
- 13) Peserta didik mengidentifikasi tujuan komunikatif teks berdasarkan pertanyaan pengarah dari guru.
- 14) Peserta didik mengidentifikasi struktur teks berdasarkan pertanyaan pengarah dari guru.

### **Mengomunikasikan**

- 1) Guru dan siswa membahas macam-macam *sports*
- 2) Memberi kesempatan kepada siswa yang untuk menyebutkan macam-macam *sports*
- 3) Menuliskan kosa kata baru/sulit.

### **Penutup (10 menit)**

- 1) Peserta didik dan guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya.
- 2) Peserta didik dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran.
- 3) Guru memberikan penugasan berupa tugas mandiri untuk menuliskan deskripsi sederhana tentang sifat dan ciri fisik benda-benda kesayangan mereka atau benda-benda unik berdasarkan hasil penelusuran di laman-laman internet.
- 4) Peserta didik memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya.
- 5) Peserta didik dan guru mengucapkan salam perpisahan.

### **Pertemuan Kedua**

#### **Pendahuluan (10 menit )**

- 1) Guru memberi salam (*greeting*);
- 2) Guru memeriksa kehadiran siswa;
- 3) Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran;
- 4) Guru memberi motivasi belajar siswa secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari, dengan memberikan contoh dan perbandingan lokal, nasional dan internasional;
- 5) Guru mengajukan tentang kaitan antara pengetahuan sebelumnya dengan materi yang akan dipelajari;
- 6) Guru menjelaskan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai;
- 7) Guru menyampaikan cakupan materi dan uraian kegiatan sesuai silabus.

### **Kegiatan inti (60 menit)**

#### **Mencipta**

- 15) Guru memberikan teks bacaan pendek kepada Peserta didik  
Guru dan Peserta didik bersama-sama membahas arti dari teks tersebut dengan

caramenerjemahkannya.

- 16) Guru membacakan kosakata yang sulit kepada Peserta didik
- 17) Peserta didik diminta mengulangi kosakata yang dibacakan oleh guru.
- 18) Guru menjelaskan kembali.

### Penutup (10 menit)

- 1) Peserta didik dan guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya.
- 2) Peserta didik dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran.
- 3) Guru memberikan penugasan berupa tugas mandiri untuk menuliskan deskripsi sederhana tentang sifat dan ciri fisik benda-benda kesayangan mereka atau benda-benda unik berdasarkan hasil penelusuran di laman-laman internet.
- 4) Peserta didik memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya.
- 5) Peserta didik dan guru mengucapkan salam perpisahan.

## VI. Penilaian

Rubrik untuk penilaian keterampilan berbicara Lampiran 4 **Part Three**.

ASPEK	KETERANGAN	SKOR
Pelafalan	• Sangat jelas sehingga mudah dipahami	4
	• Mudah dipahami meskipun pengaruh bahasa ibu dapat dideteksi	3
	• Ada masalah pengucapan sehingga pendengar perlu konsentrasi penuh	2
	• Ada masalah pengucapan yang serius sehingga tidak bisa dipahami	1
Tatabahasa	• Tidak ada atau sedikit kesalahan tatabahasa	4
	• Kadang-kadang ada kesalahan tetapi tidak mempengaruhi makna	3
	• Sering membuat kesalahan sehingga makna sulit dipahami	2
	• Kesalahan tatabahasa sangat parah sehingga tidak bisa dipahami	1
Kosakata	• Menggunakan kosakata dan ungkapan yang tepat	4
	• Kadang-kadang menggunakan kosakata yang kurang tepat sehingga harus menjelaskan lagi	3
	• Sering menggunakan kosakata yang tidak tepat	2
	• Kosakata sangat terbatas sehingga percakapan tidak mungkin terjadi	1
Kelancaran	• Sangat lancar.	4
	• Kelancaran sedikit terganggu oleh masalah bahasa	3
	• Sering ragu-ragu dan terhenti karena keterbatasan bahasa	2
	• Bicara terputus-putus dan terhenti sehingga percakapan tidak mungkin terjadi.	1

### Pedoman Penskoran:

$$NA = \frac{SkorPerolehan}{SkorMaksimal} \times 4$$

**Konversi Kompetensi Pengetahuan, Keterampilan dan Sikap**

Predikat	Nilai Kompetensi		
	Pengetahuan	Keterampilan	Sikap
A	4	4	SB
A-	3.66	3.66	
B+	3.33	3.33	B
B	3	3	
B-	2.66	2.66	
C+	2.33	2.33	C
C	2	2	
C-	1.66	1.66	
D+	1.33	1.33	K
D-	1	1	

Guru Mata pelajaran

Bandar Lampung, Juni 2018  
Mahasiswa,

Ira Nurrahmah, S.Pd

Rizki Fatmawati  
NPM: 1311040183

Mengetahui,  
Kepala Sekolah SMP PGRI PalasLampung Selatan

Wahyudi, M.Pd  
NIP:

## Appendix 5. A

### RENCANA PELAKSANAAN PEMBELAJARAN (Control Class)

Nama sekolah : SMP PGRI 1 PALAS LAMPUNG SELATAN.

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VIII (Delapan) / 1

Jenis teks : *Narrative text*

Tema : *School dan Family Life*

Aspek/Skill : Berbicara

Alokasi Waktu : 2 x 45 menit (2x pertemuan )

Kompetensi inti :

KI 1	Menghargai dan menghayati ajaran agama yang dianutnya
KI 2	Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotongroyong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya
KI 3	Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata
KI 4	Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

Kompetensi Dasar dan Indikator Pencapaian Kompetensi :

No	Kompetensi Dasar	Indikator Pencapaian Kompetensi
1.1	Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.	1.1.2 Menulis <i>learning log</i> yang mengungkapkan rasa syukur atas kesempatan dapat belajar bahasa Inggris
2.2	Menunjukkan perilaku jujur, disiplin, percaya diri, dan <b>bertanggungjawab</b> dalam melaksanakan komunikasi transaksional dengan guru dan teman. (Cetak tebal: Fokus untuk	2.2.1 Bertanggung jawab atas tindakan anggota-nya saat menjadi pemimpin kelompok 2.2.2 Mengakui ketika membuat kesalahan 2.2.3 Tidak menyalahkan orang lain atas tindakannya sendiri

	pembelajaran dalam RRP ini)	2.2.4Melakukan hal-hal yang dikatakan akan dikerjakan tanpa diingatkan orang lain.
3.7	Memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada teks untuk menyatakan dan menanyakan sifat orang, binatang, benda, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.	3.7.1 Menentukan tujuan komunikatif teks 3.7.2Mengidentifikasi struktur teks 3.7.3Mengidentifikasi unsur kebahasaan dalam teks
4.8	Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan sifat orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks.	4.8.1Menanyakan sifat dan ciri fisik benda secara lisan dengan akurat, lancar dan berterima 4.8.2Menyatakan sifat dan ciri fisik benda secara lisan dengan akurat, lancar dan berterima 4.8.3Menanyakan sifat dan ciri fisik benda secara tertulis dengan akurat, runtut dan berterima 4.8.4 Menyatakan sifat dan ciri fisik benda secara tertulis dengan akurat, runtut dan berterima

## VI. Tujuan Pembelajaran

### Pertemuan Pertama

Setelah mengikuti serangkaian kegiatan pembelajaran, peserta didik dapat:

- 5) mengidentifikasi tujuan komunikatif teks secara berkelompok berdasarkan pertanyaan pengarah dari guru;
- 6) mengidentifikasi struktur teks secara berkelompok berdasarkan pertanyaan pengarah dari guru;
- 7) mengidentifikasi kata sifat yang terdapat dalam teks secara berkelompok;
- 8) mengidentifikasi frase benda yang terdapat dalam teks secara berkelompok;

### Pertemuan Kedua

- 10) menulis learning log yang mengungkapkan rasa syukur atas kesempatan dapat belajar bahasa Inggris;
- 11) bertanggung jawab atas tindakan anggotanya saat menjadi pemimpin kelompok;
- 12) mengakui ketika membuat kesalahan;
- 13) tidak menyalahkan orang lain atas tindakannya sendiri;

- 14) melakukan hal-hal yang dikatakan akan dikerjakan tanpa diingatkan orang lain;
- 15) menanyakan sifat dan ciri fisik benda secara tertulis dengan akurat, runtut dan berterima dalam bentuk poster hasil kegiatan *School*
- 16) menyatakan sifat dan ciri fisik benda secara tertulis dengan akurat, runtut dan berterima dalam bentuk poster hasil kegiatan *School*
- 17) menanyakan sifat dan ciri fisik benda secara lisan dengan akurat, lancar dan berterima berdasarkan poster hasil kegiatan *School*
- 18) menyatakan sifat dan ciri fisik benda secara lisan dengan akurat, lancar dan berterima hasil kegiatan *School*

## **VII. Materi Pembelajaran : Sport**

### **Pertemuan Pertama**

**Fungsi Sosial :** Mendeskripsikan dan mengidentifikasi benda.

#### **Struktur Teks :**

- An introduction to the subject of the description;
- Characteristic features of the subject, eg physical appearance, qualities, habitual behavior, significant attributes.

#### **Unsur Kebahasaan:**

- Kata sifat (*big, small, tall, short, fast, colorful, expensive, dsb.*)
- Nama-nama benda (*ball, bat, net, racket, glove, ring, shuttlecock, dsb.*)
- Kata kerja dalam *the simple present tense: have, has, be, dsb.*
- Ucapan, tekanan kata, intonasi, dan ejaan.

**Topik:** Benda-benda yang berada di sekitar dan relevan dengan kehidupan siswa.

### **Pertemuan kedua**

**Fungsi Sosial :** Mendeskripsikan dan mengidentifikasi benda.

#### **Struktur Teks :**

- An introduction to the subject of the description;
- Characteristic features of the subject, eg physical appearance, qualities, habitual behavior, significant attributes.

#### **Unsur Kebahasaan:**

- Kata sifat (*big, small, tall, short, fast, colorful, expensive, dsb.*)
- Nama-nama benda (*ball, bat, net, racket, glove, ring, shuttlecock dsb.*)
- Kata kerja dalam *the simple present tense: have, has, be, dsb.*
- Ucapan, tekanan kata, intonasi, dan ejaan.

**Topik:** Benda-benda yang berada di sekitar dan relevan dengan kehidupan siswa.

## **VIII. Metode Pembelajaran : Translation tehniq**

## **IX. Media, Alat, dan Sumber Pembelajaran**



**4. Media**

Gambarbenda, kartu kata, poster

**5. Alat**

Realia benda, spidol warna, kertas spectra, kertas plano

**6. Sumber Pembelajaran**

- e. Kementerian Pendidikan dan Kebudayaan. 2013. Bahasa Inggris, *When English rings the bell*. Jakarta: Politeknik Negri Media Kreatif. Hal. 125.
- f. Board of Studies New South Wales. 1998. *English K-6 Modules*. Sydney: Board ofStudies NSW. Hal. 85.
- g. Amos E., Prescher E., & Raby J.1998. *Winner Student Book 1*. Jakarta: Pearson Education Asia Pte Ltd. 69.
- h. Lingkungan sekitar: Nama dan lokasi lingkungan sekitar sekolah

**X. Langkah-langkah Kegiatan Pembelajaran****Pertemuan Pertama****Pendahuluan (10 menit )**

- 8) Guru memberi salam (*greeting*);
- 9) Guru memeriksa kehadiran siswa;
- 10) Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran;
- 11) Guru memberi motivasi belajar siswa secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari, dengan memberikan contoh dan perbandingan lokal, nasional dan internasional;
- 12) Guru mengajukan tentang kaitan antara pengetahuan sebelumnya dengan materi yang akan dipelajari;
- 13) Guru menjelaskan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai;
- 14) Guru menyampaikan cakupan materi dan uraian kegiatan sesuai silabus.

**Kegiatan inti (60 menit)****Mengamati**

- 19) Peserta didik mengamati teks sederhana tentang menanyakan, menyatakan sifat, dan mendeskripsikan benda.
- 20) Peserta didik melakukan tanya jawab atau interaksi dengan guru untuk menanyakan hal-hal yang belum diketahui atau ingin diketahui.

**Merumuskan Pertanyaan atau Hipotesis**

- 21) Peserta didik mengajukan pertanyaan tentang isi teks, makna kata, tata bahasa, struktur teks, fungsi komunikatif teks, serta hal-hal lain yang ingin diketahui dengan cara yang sederhana.
- 22) Peserta didik mengajukan pertanyaan tentang cara menanyakan sifat benda.
- 23) Peserta didik mengajukan pertanyaan tentang cara menyatakan sifat benda.

**Mengumpulkan Data atau Informasi**

- 24) Guru memberikan teks bacaan pendek kepada Peserta didik
- 25) Guru dan Peserta didik bersama-sama membahas arti dari teks tersebut dengan caramenerjemahkannya.
- 26) Guru membacakan kosa kata yang sulit kepada Peserta didik
- 27) Peserta didik di minta mengulangi kosakata yang dibacakan oleh guru.

- 28) Guru menjelaskan kembali.

### **Menganalisis Data atau Informasi dan Membuat Kesimpulan**

- 29) Peserta didik mengidentifikasi fungsi dan jenis kata yang ditandai (garis bawah, lingkaran, dan tanda kotak) dengan cara sederhana.  
 30) Peserta didik mengidentifikasi struktur kalimat yang terdapat dalam teks dengan cara sederhana.  
 31) Peserta didik mengidentifikasi tujuan komunikatif teks berdasarkan pertanyaan pengarah dari guru.  
 32) Peserta didik mengidentifikasi struktur teks berdasarkan pertanyaan pengarah dari guru.

### **Mengomunikasikan**

- 4) Guru dan siswa membahas macam-macam *sports*  
 5) Memberi kesempatan kepada siswa yang untuk menyebutkan macam-macam *sports*  
 6) Menuliskan kosa kata baru/sulit.

### **Penutup (10 menit)**

- 6) Peserta didik dan guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya.  
 7) Peserta didik dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran.  
 8) Guru memberikan penugasan berupa tugas mandiri untuk menuliskan deskripsi sederhana tentang sifat dan ciri fisik benda-benda kesayangan mereka atau benda-benda unik berdasarkan hasil penelusuran di laman-laman internet.  
 9) Peserta didik memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya.  
 10) Peserta didik dan guru mengucapkan salam perpisahan.

### **Pertemuan Kedua**

#### **Pendahuluan (10 menit )**

- 8) Guru memberi salam (*greeting*);  
 9) Guru memeriksa kehadiran siswa;  
 10) Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran;  
 11) Guru memberi motivasi belajar siswa secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari, dengan memberikan contoh dan perbandingan lokal, nasional dan internasional;  
 12) Guru mengajukan tentang kaitan antara pengetahuan sebelumnya dengan materi yang akan dipelajari;  
 13) Guru menjelaskan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai;  
 14) Guru menyampaikan cakupan materi dan uraian kegiatan sesuai silabus.

### **Kegiatan inti (60 menit)**

#### **Mencipta**

- 33) Guru memberikan teks bacaan pendek kepada Peserta didik  
 Guru dan Peserta didik bersama-sama membahas arti dari teks tersebut dengan

caramenerjemahkannya.

- 34) Guru membacakan kosakata yang sulit kepada Peserta didik
- 35) Peserta didik diminta mengulangi kosakata yang dibacakan oleh guru.
- 36) Guru menjelaskan kembali.

### Penutup (10 menit)

- 6) Peserta didik dan guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya.
- 7) Peserta didik dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran.
- 8) Guru memberikan penugasan berupa tugas mandiri untuk menuliskan deskripsi sederhana tentang sifat dan ciri fisik benda-benda kesayangan mereka atau benda-benda unik berdasarkan hasil penelusuran di laman-laman internet.
- 9) Peserta didik memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya.
- 10) Peserta didik dan guru mengucapkan salam perpisahan.

## VI. Penilaian

Rubrik untuk penilaian keterampilan berbicara Lampiran 4 **Part Three**.

ASPEK	KETERANGAN	SKOR
Pelafalan	• Sangat jelas sehingga mudah dipahami	4
	• Mudah dipahami meskipun pengaruh bahasa ibu dapat dideteksi	3
	• Ada masalah pengucapan sehingga pendengar perlu konsentrasi penuh	2
	• Ada masalah pengucapan yang serius sehingga tidak bisa dipahami	1
Tatabahasa	• Tidak ada atau sedikit kesalahan tatabahasa	4
	• Kadang-kadang ada kesalahan tetapi tidak mempengaruhi makna	3
	• Sering membuat kesalahan sehingga makna sulit dipahami	2
	• Kesalahan tatabahasa sangat parah sehingga tidak bisa dipahami	1
Kosakata	• Menggunakan kosakata dan ungkapan yang tepat	4
	• Kadang-kadang menggunakan kosakata yang kurang tepat sehingga harus menjelaskan lagi	3
	• Sering menggunakan kosakata yang tidak tepat	2
	• Kosakata sangat terbatas sehingga percakapan tidak mungkin terjadi	1
Kelancaran	• Sangat lancar.	4
	• Kelancaran sedikit terganggu oleh masalah bahasa	3
	• Sering ragu-ragu dan terhenti karena keterbatasan bahasa	2
	• Bicara terputus-putus dan terhenti sehingga percakapan tidak mungkin terjadi.	1

### Pedoman Penskoran:

$$NA = \frac{SkorPerolehan}{SkorMaksimal} \times 4$$

**Konversi Kompetensi Pengetahuan, Keterampilan dan Sikap**

Predikat	Nilai Kompetensi		
	Pengetahuan	Keterampilan	Sikap
A	4	4	SB
A-	3.66	3.66	
B+	3.33	3.33	B
B	3	3	
B-	2.66	2.66	
C+	2.33	2.33	C
C	2	2	
C-	1.66	1.66	
D+	1.33	1.33	K
D-	1	1	

Guru Mata pelajaran

Bandar Lampung, Juni 2018  
Mahasiswa,

Ira Nurrahmah, S.Pd

Rizki Fatmawati  
NPM: 1311040183

Mengetahui,  
Kepala Sekolah SMP PGRI PalasLampung Selatan

Wahyudi Eryanto, S.E

## Appendix 6. C

### RENCANA PELAKSANAAN PEMBELAJARAN (Control Class)

Nama sekolah : SMP PGRI 1 PALAS LAMPUNG SELATAN.

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VIII (Delapan) / 1

Jenis teks : *Narrative text*

Tema : *School dan Family Life*

Aspek/Skill : Berbicara

Alokasi Waktu : 2 x 45 menit (2x pertemuan)

Kompetensi inti :

KI 1	Menghargai dan menghayati ajaran agama yang dianutnya
KI 2	Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotongroyong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya
KI 3	Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata
KI 4	Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

Kompetensi Dasar dan Indikator Pencapaian Kompetensi :

No	Kompetensi Dasar	Indikator Pencapaian Kompetensi
1.1	Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.	1.1.3 Menulis <i>learning log</i> yang mengungkapkan rasa syukur atas kesempatan dapat belajar bahasa Inggris
2.2	Menunjukkan perilaku jujur, disiplin, percaya diri, dan <b>bertanggungjawab</b> dalam melaksanakan komunikasi transaksional dengan guru dan teman. (Cetak tebal: Fokus untuk	2.2.1 Bertanggung jawab atas tindakan anggota-nya saat menjadi pemimpin kelompok 2.2.2 Mengakui ketika membuat kesalahan 2.2.3 Tidak menyalahkan orang lain atas tindakannya sendiri

	pembelajaran dalam RRP ini)	2.2.4Melakukan hal-hal yang dikatakan akan dikerjakan tanpa diingatkan orang lain.
3.7	Memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada teks untuk menyatakan dan menanyakan sifat orang, binatang, benda, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.	3.7.1 Menentukan tujuan komunikatif teks 3.7.2Mengidentifikasi struktur teks 3.7.3Mengidentifikasi unsur kebahasaan dalam teks
4.8	Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan sifat orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks.	4.8.1Menanyakan sifat dan ciri fisik benda secara lisan dengan akurat, lancar dan berterima 4.8.2Menyatakan sifat dan ciri fisik benda secara lisan dengan akurat, lancar dan berterima 4.8.3Menanyakan sifat dan ciri fisik benda secara tertulis dengan akurat, runtut dan berterima 4.8.4 Menyatakan sifat dan ciri fisik benda secara tertulis dengan akurat, runtut dan berterima

## **XI. Tujuan Pembelajaran**

### **Pertemuan Pertama**

Setelah mengikuti serangkaian kegiatan pembelajaran, peserta didik dapat:

- 9) mengidentifikasi tujuan komunikatif teks secara berkelompok berdasarkan pertanyaan pengarah dari guru;
- 10) mengidentifikasi struktur teks secara berkelompok berdasarkan pertanyaan pengarah dari guru;
- 11) mengidentifikasi kata sifat yang terdapat dalam teks secara berkelompok;
- 12) mengidentifikasi frase benda yang terdapat dalam teks secara berkelompok;

### **Pertemuan Kedua**

- 19) menulis learning log yang mengungkapkan rasa syukur atas kesempatan dapat belajar bahasa Inggris;
- 20) bertanggung jawab atas tindakan anggotanya saat menjadi pemimpin kelompok;
- 21) mengakui ketika membuat kesalahan;
- 22) tidak menyalahkan orang lain atas tindakannya sendiri;
- 23) melakukan hal-hal yang dikatakan akan dikerjakan tanpa diingatkan orang lain;

- 24) menanyakan sifat dan ciri fisik benda secara tertulis dengan akurat, runtut dan berterima dalam bentuk poster hasil kegiatan *Family Life*
- 25) menyatakan sifat dan ciri fisik benda secara tertulis dengan akurat, runtut dan berterima dalam bentuk poster hasil kegiatan *Family Life*
- 26) menanyakan sifat dan ciri fisik benda secara lisan dengan akurat, lancar dan berterima berdasarkan poster hasil kegiatan *Family Life*
- 27) menyatakan sifat dan ciri fisik benda secara lisan dengan akurat, lancar dan berterima hasil kegiatan *Family Life*

## **XII. Materi Pembelajaran : *Jobs***

### **Pertemuan Pertama**

**Fungsi Sosial :** Mendeskripsikan dan mengidentifikasikan benda.

#### **Struktur Teks :**

- An introduction to the subject of the description;
- Characteristic features of the subject, eg physical appearance, qualities, habitual behavior, significant attributes.

#### **Unsur Kebahasaan:**

- Kata sifat (*big, small, tall, short, fast, colorful, expensive*, dsb.)
- Nama-nama benda (*Doctor, Pilot, Police, Chef, Waiters, Baby sister*, dsb.)
- Kata kerja dalam *the simple present tense*: *have, has, be*, dsb.
- Ucapan, tekanan kata, intonasi, dan ejaan.

**Topik:** Benda-benda yang berada di sekitar dan relevan dengan kehidupan siswa.

### **Pertemuan kedua**

**Fungsi Sosial :** Mendeskripsikan dan mengidentifikasikan benda.

#### **Struktur Teks :**

- An introduction to the subject of the description;
- Characteristic features of the subject, eg physical appearance, qualities, habitual behavior, significant attributes.

#### **Unsur Kebahasaan:**

- Kata sifat (*big, small, tall, short, fast, colorful, expensive*, dsb.)
- Nama-nama benda (*Doctor, Pilot, Police, Chef, Waiters, Baby sister* dsb.)
- Kata kerja dalam *the simple present tense*: *have, has, be*, dsb.
- Ucapan, tekanan kata, intonasi, dan ejaan.

**Topik:** Benda-benda yang berada di sekitar dan relevan dengan kehidupan siswa.

## **XIII. Metode Pembelajaran : *Personal Vocabulary Notes Techniques***

#### **XIV. Media, Alat, dan Sumber Pembelajaran**

##### **7. Media**

Gambarbenda, kartu kata,

##### **8. Alat**

Realia benda, spidol warna, kertas spectra, kertas plano

##### **9. Sumber Pembelajaran**

- i. Kementerian Pendidikan dan Kebudayaan. 2013. Bahasa Inggris, *When English rings the bell*. Jakarta: Politeknik Negeri Media Kreatif. Hal. 125.
- j. *Board of Studies New South Wales*. 1998. *English K-6 Modules*. Sydney: *Board of Studies NSW*. Hal. 85.
- k. Amos E., Prescher E., & Raby J. 1998. *Winner Student Book 1*. Jakarta: Pearson Education Asia Pte Ltd. 69.
- l. Lingkungan sekitar: Nama dan lokasi lingkungan sekitar sekolah

#### **XV. Langkah-langkah Kegiatan Pembelajaran**

##### **Pertemuan Pertama**

##### **Pendahuluan (10 menit )**

- 15) Guru memberi salam (*greeting*);
- 16) Guru memeriksa kehadiran siswa;
- 17) Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran;
- 18) Guru memberi motivasi belajar siswa secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari, dengan memberikan contoh dan perbandingan lokal, nasional dan internasional;
- 19) Guru mengajukan tentang kaitan antara pengetahuan sebelumnya dengan materi yang akan dipelajari;
- 20) Guru menjelaskan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai;
- 21) Guru menyampaikan cakupan materi dan uraian kegiatan sesuai silabus.

##### **Kegiatan inti (60 menit)**

##### **Mengamati**

- 37) Peserta didik mengamati teks sederhana tentang menanyakan, menyatakan sifat, dan mendeskripsikan benda.
- 38) Peserta didik melakukan tanya jawab atau interaksi dengan guru untuk menanyakan hal-hal yang belum diketahui atau ingin diketahui.

##### **Merumuskan Pertanyaan atau Hipotesis**

- 39) Peserta didik mengajukan pertanyaan tentang isi teks, makna kata, tata bahasa, struktur teks, fungsi komunikatif teks, serta hal-hal lain yang ingin diketahui dengan cara yang sederhana.
- 40) Peserta didik mengajukan pertanyaan tentang cara menanyakan sifat benda.
- 41) Peserta didik mengajukan pertanyaan tentang cara menyatakan sifat benda.

##### **Mengumpulkan Data atau Informasi**

- 42) Guru memberikan teks bacaan pendek kepada Peserta didik
- 43) Guru dan Peserta didik bersama-sama membahas arti dari teks tersebut dengan cara menerjemahkannya.



- 44) Guru membacakan kosa kata yang sulit kepada Peserta didik
- 45) Peserta didik di minta mengulangi kosakata yang dibacakan oleh guru.
- 46) Guru menjelaskan kembali..

### **Menganalisis Data atau Informasi dan Membuat Kesimpulan**

- 47) Peserta didik mengidentifikasi fungsi dan jenis kata yang ditandai (garis bawah, lingkaran, dan tanda kotak) dengan cara sederhana.
- 48) Peserta didik mengidentifikasi struktur kalimat yang terdapat dalam teks dengan cara sederhana.
- 49) Peserta didik mengidentifikasi tujuan komunikatif teks berdasarkan pertanyaan pengarah dari guru.
- 50) Peserta didik mengidentifikasi struktur teks berdasarkan pertanyaan pengarah dari guru.

### **Mengomunikasikan**

- 7) Guru dan siswa membahas macam-macam *jobs*
- 8) Memberi kesempatan kepada siswa yang untuk menyebutkan macam-macam *jobs*
- 9) Menuliskan kosa kata baru/sulit.

### **Penutup (10 menit)**

- 11) Peserta didik dan guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya.
- 12) Peserta didik dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran.
- 13) Guru memberikan penugasan berupa tugas mandiri untuk menuliskan deskripsi sederhana tentang sifat dan ciri fisik benda-benda kesayangan mereka atau benda-benda unik berdasarkan hasil penelusuran di laman-laman internet.
- 14) Peserta didik memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya.
- 15) Peserta didik dan guru mengucapkan salam perpisahan.

### **Pertemuan Kedua**

#### **Pendahuluan (10 menit )**

- 15) Guru memberi salam (*greeting*);
- 16) Guru memeriksa kehadiran siswa;
- 17) Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran;
- 18) Guru memberi motivasi belajar siswa secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari, dengan memberikan contoh dan perbandingan lokal, nasional dan internasional;
- 19) Guru mengajukan tentang kaitan antara pengetahuan sebelumnya dengan materi yang akan dipelajari;
- 20) Guru menjelaskan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai;
- 21) Guru menyampaikan cakupan materi dan uraian kegiatan sesuai silabus.

### **Kegiatan inti (60 menit)**

#### **Mencipta**

- 1) Guru memberikan teks bacaan pendek kepada Peserta didik
- 2) Guru dan Peserta didik bersama-sama membahas arti dari teks tersebut dengan cara menerjemahkannya.
- 3) Guru membacakan kosakata yang sulit kepada Peserta didik
- 4) Peserta didik diminta mengulangi kosakata yang dibacakan oleh guru.
- 5) Guru menjelaskan kembali.

**Penutup (10 menit)**

- 11) Peserta didik dan guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya.
- 12) Peserta didik dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran.
- 13) Guru memberikan penugasan berupa tugas mandiri untuk menuliskan deskripsi sederhana tentang sifat dan ciri fisik benda-benda kesayangan mereka atau benda-benda unik berdasarkan hasil penelusuran di laman-laman internet.
- 14) Peserta didik memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya.
- 15) Peserta didik dan guru mengucapkan salam perpisahan.

## VI. Penilaian

Rubrik untuk penilaian keterampilan berbicara Lampiran 4 **Part Three**.

ASPEK	KETERANGAN	SKOR
Pelafalan	• Sangat jelas sehingga mudah dipahami	4
	• Mudah dipahami meskipun pengaruh bahasa ibu dapat dideteksi	3
	• Ada masalah pengucapan sehingga pendengar perlu konsentrasi penuh	2
	• Ada masalah pengucapan yang serius sehingga tidak bisa dipahami	1
Tatabahasa	• Tidak ada atau sedikit kesalahan tatabahasa	4
	• Kadang-kadang ada kesalahan tetapi tidak mempengaruhi makna	3
	• Sering membuat kesalahan sehingga makna sulit dipahami	2
	• Kesalahan tatabahasa sangat parah sehingga tidak bisa dipahami	1
Kosakata	• Menggunakan kosakata dan ungkapan yang tepat	4
	• Kadang-kadang menggunakan kosakata yang kurang tepat sehingga harus menjelaskan lagi	3
	• Sering menggunakan kosakata yang tidak tepat	2
	• Kosakata sangat terbatas sehingga percakapan tidak mungkin terjadi	1

Kelancaran	• Sangat lancar.	4
	• Kelancaran sedikit terganggu oleh masalah bahasa	3
	• Sering ragu-ragu dan terhenti karena keterbatasan bahasa	2
	• Bicara terputus-putus dan terhenti sehingga percakapan tidak mungkin terjadi.	1

**Pedoman Penskoran:**

$$NA = \frac{SkorPerolehan}{SkorMaksimal} \times 4$$

**Konversi Kompetensi Pengetahuan, Keterampilan dan Sikap**

Predikat	Nilai Kompetensi		
	Pengetahuan	Keterampilan	Sikap
A	4	4	SB
A-	3.66	3.66	
B+	3.33	3.33	B
B	3	3	
B-	2.66	2.66	
C+	2.33	2.33	C
C	2	2	
C-	1.66	1.66	
D+	1.33	1.33	K
D-	1	1	

Guru Mata pelajaran

Bandar Lampung, Juni 2018  
Mahasiswa,

Ira Nurrahmah, S.Pd

Rizki Fatmawati  
NPM: 1311040183

Mengetahui,  
Kepala Sekolah SMP PGRI PalasLampung Selatan

Wahyudi Eryanto, S.E

## Appendix 6. A

### RENCANA PELAKSANAAN PEMBELAJARAN (Experimental Class)

Nama sekolah : SMP PGRI 1 PALAS LAMPUNG SELATAN.

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VIII (Delapan) / 1

Jenis teks : *Narrative text*

Tema : *School dan Family Life*

Aspek/Skill : Berbicara

Alokasi Waktu : 2 x 45 menit (2x pertemuan )

Kompetensi inti :

KI 1	Menghargai dan menghayati ajaran agama yang dianutnya
KI 2	Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotongroyong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya
KI 3	Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata
KI 4	Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

Kompetensi Dasar dan Indikator Pencapaian Kompetensi :

No	Kompetensi Dasar	Indikator Pencapaian Kompetensi
1.1	Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.	1.1.4 Menulis <i>learning log</i> yang mengungkapkan rasa syukur atas kesempatan dapat belajar bahasa Inggris
2.2	Menunjukkan perilaku jujur, disiplin, percaya diri, dan <b>bertanggungjawab</b> dalam melaksanakan komunikasi transaksional dengan guru dan teman. (Cetak tebal: Fokus untuk	2.2.1 Bertanggung jawab atas tindakan anggota-nya saat menjadi pemimpin kelompok 2.2.2 Mengakui ketika membuat kesalahan 2.2.3 Tidak menyalahkan orang lain atas tindakannya sendiri

	pembelajaran dalam RRP ini)	2.2.4Melakukan hal-hal yang dikatakan akan dikerjakan tanpa diingatkan orang lain.
3.7	Memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada teks untuk menyatakan dan menanyakan sifat orang, binatang, benda, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.	3.7.1 Menentukan tujuan komunikatif teks 3.7.2Mengidentifikasi struktur teks 3.7.3Mengidentifikasi unsur kebahasaan dalam teks
4.8	Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan sifat orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks.	4.8.1Menanyakan sifat dan ciri fisik benda secara lisan dengan akurat, lancar dan berterima 4.8.2Menyatakan sifat dan ciri fisik benda secara lisan dengan akurat, lancar dan berterima 4.8.3Menanyakan sifat dan ciri fisik benda secara tertulis dengan akurat, runtut dan berterima 4.8.4 Menyatakan sifat dan ciri fisik benda secara tertulis dengan akurat, runtut dan berterima

## **XVI. Tujuan Pembelajaran**

### **Pertemuan Pertama**

Setelah mengikuti serangkaian kegiatan pembelajaran, peserta didik dapat:

- 13) mengidentifikasi tujuan komunikatif teks secara berkelompok berdasarkan pertanyaan pengarah dari guru;
- 14) mengidentifikasi struktur teks secara berkelompok berdasarkan pertanyaan pengarah dari guru;
- 15) mengidentifikasi kata sifat yang terdapat dalam teks secara berkelompok;
- 16) mengidentifikasi frase benda yang terdapat dalam teks secara berkelompok;

### **Pertemuan Kedua**

- 28) menulis learning log yang mengungkapkan rasa syukur atas kesempatan dapat belajar bahasa Inggris;
- 29) bertanggung jawab atas tindakan anggotanya saat menjadi pemimpin kelompok;
- 30) mengakui ketika membuat kesalahan;
- 31) tidak menyalahkan orang lain atas tindakannya sendiri;
- 32) melakukan hal-hal yang dikatakan akan dikerjakan tanpa diingatkan orang lain;

- 33) menanyakan sifat dan ciri fisik benda secara tertulis dengan akurat, runtut dan berterima dalam bentuk poster hasil kegiatan *School*
- 34) menyatakan sifat dan ciri fisik benda secara tertulis dengan akurat, runtut dan berterima dalam bentuk poster hasil kegiatan *School*
- 35) menanyakan sifat dan ciri fisik benda secara lisan dengan akurat, lancar dan berterima berdasarkan poster hasil kegiatan *School*
- 36) menyatakan sifat dan ciri fisik benda secara lisan dengan akurat, lancar dan berterima hasil kegiatan *School*

## **XVII. Materi Pembelajaran : Sport**

### **Pertemuan Pertama**

**Fungsi Sosial :** Mendeskripsikan dan mengidentifikasi benda.

#### **Struktur Teks :**

- An introduction to the subject of the description;
- Characteristic features of the subject, eg physical appearance, qualities, habitual behavior, significant attributes.

#### **Unsur Kebahasaan:**

- Kata sifat (*big, small, tall, short, fast, colorful, expensive*, dsb.)
- Nama-nama benda (*ball, bat, net, racket, glove, ring, shuttlecock*, dsb.)
- Kata kerja dalam *the simple present tense: have, has, be*, dsb.
- Ucapan, tekanan kata, intonasi, dan ejaan.

**Topik:** Benda-benda yang berada di sekitar dan relevan dengan kehidupan siswa.

### **Pertemuan kedua**

**Fungsi Sosial :** Mendeskripsikan dan mengidentifikasi benda.

#### **Struktur Teks :**

- An introduction to the subject of the description;
- Characteristic features of the subject, eg physical appearance, qualities, habitual behavior, significant attributes.

#### **Unsur Kebahasaan:**

- Kata sifat (*big, small, tall, short, fast, colorful, expensive*, dsb.)
- Nama-nama benda (*ball, bat, net, racket, glove, ring, shuttlecock* dsb.)
- Kata kerja dalam *the simple present tense: have, has, be*, dsb.
- Ucapan, tekanan kata, intonasi, dan ejaan.

**Topik:** Benda-benda yang berada di sekitar dan relevan dengan kehidupan siswa.

## **XVIII. Metode Pembelajaran : Matching Game**

## **XIX. Media, Alat, dan Sumber Pembelajaran**

### **10. Media**

Gambarbenda, kartu kata, poster

### **11. Alat**

Realia benda, spidol warna, kertas spectra, kertas plano

### **12. Sumber Pembelajaran**

- m. Kementerian Pendidikan dan Kebudayaan. 2013. Bahasa Inggris, *When English rings the bell*. Jakarta: Politeknik Negri Media Kreatif. Hal. 125.
- n. *Board of Studies New South Wales*. 1998. *English K-6 Modules*. Sydney: *Board of Studies NSW*. Hal. 85.
- o. Amos E., Prescher E., & Raby J. 1998. *Winner Student Book 1*. Jakarta: Pearson Education Asia Pte Ltd. 69.
- p. Lingkungan sekitar: Nama dan lokasi lingkungan sekitar sekolah

## **XX. Langkah-langkah Kegiatan Pembelajaran**

### **Pertemuan Pertama**

#### **Pendahuluan (10 menit )**

- 22) Guru memberi salam (*greeting*);
- 23) Guru memeriksa kehadiran siswa;
- 24) Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran;
- 25) Guru memberi motivasi belajar siswa secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari, dengan memberikan contoh dan perbandingan lokal, nasional dan internasional;
- 26) Guru mengajukan tentang kaitan antara pengetahuan sebelumnya dengan materi yang akan dipelajari;
- 27) Guru menjelaskan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai;
- 28) Guru menyampaikan cakupan materi dan uraian kegiatan sesuai silabus.

#### **Kegiatan inti (60 menit)**

##### **Mencipta**

- 51) Guru memberikan teks narative berbahasa Indonesia.
- 52) Guru menjelaskan tentang narative teks, generic structures dari narative teks, general classification dan penggambaran dari narative text.
- 53) Guru menjelaskan tentang Matching Game
- 54) Peserta didik memperhatikan.
- 55) Guru menyiapkan kartu, kartu yang terdiri dari 2 tipe yaitu soal dan jawaban yang sesuai dengan materi.
- 56) Guru membagikan kepada setiap siswa 1 buah kartu, kartu soal atau kartu jawaban. Kondisikan beberapa kartu tidak memiliki pasangan.
- 57) Peserta didik menerima kartu yang telah dibagikan.
- 58) Guru mengingatkan kembali tentang Matching Game dan peraturannya.
- 59) Guru memberikan waktu kepada peserta didik sekitar 15 menit untuk menentukan jawaban ataupun soal dari kartu yang peserta didik miliki.

- 60) Peserta didik mencocokkan kartu yang sesuai dengan yang mereka miliki. Peserta didik harus mencocokkan kartunya tepat waktu, bila tidak tepat waktu guru akan memberikan hukuman yang sudah disetujui sebelumnya
- 61) Guru memberikan kesimpulan dari materi yang telah diberikan.

#### **Penutup (10 menit)**

- 16) Peserta didik dan guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya.
- 17) Peserta didik dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran.
- 18) Guru memberikan penugasan berupa tugas mandiri untuk menuliskan deskripsi sederhana tentang sifat dan ciri fisik benda-benda kesayangan mereka atau benda-benda unik berdasarkan hasil penelusuran di laman-laman internet.
- 19) Peserta didik memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya.
- 20) Peserta didik dan guru mengucapkan salam perpisahan.

### **Pertemuan Kedua**

#### **Pendahuluan (10 menit )**

- 22) Guru memberi salam (*greeting*);
- 23) Guru memeriksa kehadiran siswa;
- 24) Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran;
- 25) Guru memberi motivasi belajar siswa secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari, dengan memberikan contoh dan perbandingan lokal, nasional dan internasional;
- 26) Guru mengajukan tentang kaitan antara pengetahuan sebelumnya dengan materi yang akan dipelajari;
- 27) Guru menjelaskan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai;
- 28) Guru menyampaikan cakupan materi dan uraian kegiatan sesuai silabus.

#### **Kegiatan inti (60 menit)**

##### **Mencipta**

- 1) Guru akan memberikan contoh pengucapan kosa kata yang telah diartikan kedalam bahasa Inggris dari tugas yang telah diberikan sebelumnya.
- 2) Peserta didik akan mengikuti cara pengucapannya berulang-ulang.
- 3) Guru akan menanyakan materi yang telah diberikan di materi sebelumnya kepada beberapa siswa secara acak.
- 4) Peserta didik yang telah ditunjuk dan diberikan pertanyaan menjawab secara lisan.
- 5) Guru memberikan tugas yang sesuai dengan materi dipertemuan sebelumnya.
- 6) Peserta didik mengerjakan tugas tersebut.
- 7) Guru meminta peserta didik untuk mengumpulkan tugas yang telah diberikan.
- 8) Peserta didik untuk mengumpulkan tugas yang telah diberikan.
- 9) Guru akan memeriksa tugas peserta didik yang telah diberikan.
- 10) Guru akan mendiskusikan tugas yang telah diperiksa.

#### **Penutup (10 menit)**



- 16) Peserta didik dan guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya.
- 17) Peserta didik dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran.
- 18) Guru memberikan penugasan berupa tugas mandiri untuk menuliskan deskripsi sederhana tentang sifat dan ciri fisik benda-benda kesayangan mereka atau benda-benda unik berdasarkan hasil penelusuran di laman-laman internet.
- 19) Peserta didik memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya.
- 20) Peserta didik dan guru mengucapkan salam perpisahan.

## VI. Penilaian

Rubrik untuk penilaian keterampilan berbicara Lampiran 4 **Part Three**.

ASPEK	KETERANGAN	SKOR
Pelafalan	• Sangat jelas sehingga mudah dipahami	4
	• Mudah dipahami meskipun pengaruh bahasa ibu dapat dideteksi	3
	• Ada masalah pengucapan sehingga pendengar perlu konsentrasi penuh	2
	• Ada masalah pengucapan yang serius sehingga tidak bisa dipahami	1
Tatabahasa	• Tidak ada atau sedikit kesalahan tatabahasa	4
	• Kadang-kadang ada kesalahan tetapi tidak mempengaruhi makna	3
	• Sering membuat kesalahan sehingga makna sulit dipahami	2
	• Kesalahan tatabahasa sangat parah sehingga tidak bisa dipahami	1
Kosakata	• Menggunakan kosakata dan ungkapan yang tepat	4
	• Kadang-kadang menggunakan kosakata yang kurang tepat sehingga harus menjelaskan lagi	3
	• Sering menggunakan kosakata yang tidak tepat	2
	• Kosakata sangat terbatas sehingga percakapan tidak mungkin terjadi	1
Kelancaran	• Sangat lancar.	4
	• Kelancaran sedikit terganggu oleh masalah bahasa	3
	• Sering ragu-ragu dan terhenti karena keterbatasan bahasa	2
	• Bicara terputus-putus dan terhenti sehingga percakapan tidak mungkin terjadi.	1

### Pedoman Penskoran:

$$NA = \frac{SkorPerolehan}{SkorMaksimal} \times 4$$

### Konversi Kompetensi Pengetahuan, Keterampilan dan Sikap

Predikat	Nilai Kompetensi		
	Pengetahuan	Keterampilan	Sikap
A	4	4	SB
A-	3.66	3.66	
B+	3.33	3.33	B
B	3	3	
B-	2.66	2.66	
C+	2.33	2.33	C
C	2	2	
C-	1.66	1.66	
D+	1.33	1.33	K
D-	1	1	

Guru Mata pelajaran

Bandar Lampung, Juni 2018  
Mahasiswa,

Ira Nurrahmah, S.Pd

Rizki Fatmawati  
NPM: 1311040183

Mengetahui,  
Kepala Sekolah SMP PGRI PalasLampung Selatan

Wahyudi Eryanto, S.E

## Appendix 6. B

### RENCANA PELAKSANAAN PEMBELAJARAN (Experimental Class)

Nama sekolah : SMP PGRI 1 PALAS LAMPUNG SELATAN.  
 Mata Pelajaran : Bahasa Inggris  
 Kelas/Semester : VIII (Delapan) / 1  
 Jenis teks : *Narrative text*  
 Tema : *School dan Family Life*  
 Aspek/Skill : Berbicara  
 Alokasi Waktu : 2 x 45 menit (2x pertemuan )  
 Kompetensi inti :

KI 1	Menghargai dan menghayati ajaran agama yang dianutnya
KI 2	Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotongroyong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya
KI 3	Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata
KI 4	Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

#### Kompetensi Dasar dan Indikator Pencapaian Kompetensi :

No	Kompetensi Dasar	Indikator Pencapaian Kompetensi
1.1	Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.	1.1.5 Menulis <i>learning log</i> yang mengungkapkan rasa syukur atas kesempatan dapat belajar bahasa Inggris
2.2	Menunjukkan perilaku jujur, disiplin, percaya diri, dan <b>bertanggungjawab</b> dalam melaksanakan komunikasi transaksional dengan guru dan teman. (Cetak tebal: Fokus untuk	2.2.1 Bertanggung jawab atas tindakan anggota-nya saat menjadi pemimpin kelompok

	pembelajaran dalam RRP ini)	<p>2.2.2 Mengakui ketika membuat kesalahan</p> <p>2.2.3 Tidak menyalahkan orang lain atas tindakannya sendiri</p> <p>2.2.4 Melakukan hal-hal yang dikatakan akan dikerjakan tanpa diingatkan orang lain.</p>
3.7	Memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada teks untuk menyatakan dan menanyakan sifat orang, binatang, benda, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.	<p>3.7.1 Menentukan tujuan komunikatif teks</p> <p>3.7.2 Mengidentifikasi struktur teks</p> <p>3.7.3 Mengidentifikasi unsur kebahasaan dalam teks</p>
4.8	Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan sifat orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks.	<p>4.8.1 Menanyakan sifat dan ciri fisik benda secara lisan dengan akurat, lancar dan berterima</p> <p>4.8.2 Menyatakan sifat dan ciri fisik benda secara lisan dengan akurat, lancar dan berterima</p> <p>4.8.3 Menanyakan sifat dan ciri fisik benda secara tertulis dengan akurat, runtut dan berterima</p> <p>4.8.4 Menyatakan sifat dan ciri fisik benda secara tertulis dengan akurat, runtut dan berterima</p>

## XXI. Tujuan Pembelajaran

### Pertemuan Pertama

Setelah mengikuti serangkaian kegiatan pembelajaran, peserta didik dapat:

- 17) mengidentifikasi tujuan komunikatif teks secara berkelompok berdasarkan pertanyaan pengarah dari guru;
- 18) mengidentifikasi struktur teks secara berkelompok berdasarkan pertanyaan pengarah dari guru;
- 19) mengidentifikasi kata sifat yang terdapat dalam teks secara berkelompok;
- 20) mengidentifikasi frase benda yang terdapat dalam teks secara berkelompok;

### **Pertemuan Kedua**

- 37) menulis learning log yang mengungkapkan rasa syukur atas kesempatan dapat belajar bahasa Inggris;
- 38) bertanggung jawab atas tindakan anggotanya saat menjadi pemimpin kelompok;
- 39) mengakui ketika membuat kesalahan;
- 40) tidak menyalahkan orang lain atas tindakannya sendiri;
- 41) melakukan hal-hal yang dikatakan akan dikerjakan tanpa diingatkan orang lain;
- 42) menanyakan sifat dan ciri fisik benda secara tertulis dengan akurat, runtut dan berterima dalam bentuk poster hasil kegiatan *school*
- 43) menyatakan sifat dan ciri fisik benda secara tertulis dengan akurat, runtut dan berterima dalam bentuk poster hasil kegiatan *school*
- 44) menanyakan sifat dan ciri fisik benda secara lisan dengan akurat, lancar dan berterima berdasarkan poster hasil kegiatan *school*
- 45) menyatakan sifat dan ciri fisik benda secara lisan dengan akurat, lancar dan berterima hasil kegiatan *school*

## **XXII. Materi Pembelajaran : Stationeries**

### **Pertemuan Pertama**

**Fungsi Sosial :** Mendeskripsikan dan mengidentifikasikan benda.

#### **Struktur Teks :**

- An introduction to the subject of the description;
- Characteristic features of the subject, eg physical appearance, qualities, habitual behavior, significant attributes.

#### **Unsur Kebahasaan:**

- Kata sifat (*big, small, tall, short, fast, colorful, expensive*, dsb.)
- Nama-nama benda (*pen, book, scissor, paper, ruler, eraser*, dsb.)
- Kata kerja dalam *the simple present tense: have, has, be*, dsb.
- Ucapan, tekanan kata, intonasi, dan ejaan.

**Topik:** Benda-benda yang berada di sekitar dan relevan dengan kehidupan siswa.

### **Pertemuan kedua**

**Fungsi Sosial :** Mendeskripsikan dan mengidentifikasikan benda.

#### **Struktur Teks :**

- An introduction to the subject of the description;
- Characteristic features of the subject, eg physical appearance, qualities, habitual behavior, significant attributes.

#### **Unsur Kebahasaan:**

- Kata sifat (*big, small, tall, short, fast, colorful, expensive*, dsb.)
- Nama-nama benda (*pen, book, scissor, paper, ruler, eraser*, dsb.)
- Kata kerja dalam *the simple present tense*: *have, has, be*, dsb.
- Ucapan, tekanan kata, intonasi, dan ejaan.

**Topik:** Benda-benda yang berada di sekitar dan relevan dengan kehidupan siswa.

#### **XXIII. Metode Pembelajaran : Matching Game**

#### **XXIV. Media, Alat, dan Sumber Pembelajaran**

##### **13. Media**

Gambarbenda, kartu kata, poster

##### **14. Alat**

Realia benda, spidol warna, kertas spectra, kertas plano

##### **15. Sumber Pembelajaran**

- q. Kementerian Pendidikan dan Kebudayaan. 2013. Bahasa Inggris, *When English rings the bell*. Jakarta: Politeknik Negri Media Kreatif. Hal. 125.
- r. *Board of Studies New South Wales*. 1998. *English K-6 Modules*. Sydney: *Board of Studies NSW*. Hal. 85.
- s. Amos E., Prescher E., & Raby J. 1998. *Winner Student Book 1*. Jakarta: Pearson Education Asia Pte Ltd. 69.
- t. Lingkungan sekitar: Nama dan lokasi lingkungan sekitar sekolah

#### **XXV. Langkah-langkah Kegiatan Pembelajaran**

##### **Pertemuan Pertama**

##### **Pendahuluan (10 menit )**

- 29) Guru memberi salam (*greeting*);
- 30) Guru memeriksa kehadiran siswa;
- 31) Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran;
- 32) Guru memberi motivasi belajar siswa secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari, dengan memberikan contoh dan perbandingan lokal, nasional dan internasional;
- 33) Guru mengajukan tentang kaitan antara pengetahuan sebelumnya dengan materi yang akan dipelajari;
- 34) Guru menjelaskan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai;
- 35) Guru menyampaikan cakupan materi dan uraian kegiatan sesuai silabus.

##### **Kegiatan inti (60 menit)**

##### **Mencipta**

- 62) Guru memberikan teks narative berbahasa Indonesia.

- 63) Guru menjelaskan tentang narative teks, generic structures dari narative teks, general classification dan penggambaran dari narative text.
- 64) Guru menjelaskan tentang Matching Game
- 65) Peserta didik memperhatikan.
- 66) Guru menyiapkan kartu, kartu yang terdiri dari 2 tipe yaitu soal dan jawaban yang sesuai dengan materi.
- 67) Guru membagikan kepada setiap siswa 1 buah kartu, kartu soal atau kartu jawaban. Kondisikan beberapa kartu tidak memiliki pasangan.
- 68) Peserta didik menerima kartu yang telah dibagikan.
- 69) Guru mengingatkan kembali tentang Matching Game dan peraturannya.
- 70) Guru memberikan waktu kepada peserta didik sekitar 15 menit untuk menentukan jawaban ataupun soal dari kartu yang peserta didik miliki.
- 71) Peserta didik mencocokkan kartu yang sesuai dengan yang mereka miliki. Peserta didik harus mencocokkan kartunya tepat waktu, bila tidak tepat waktu guru akan memberikan hukuman yang sudah disetujui sebelumnya
- 72) Guru memberikan kesimpulan dari materi yang telah diberikan.

### **Penutup (10 menit)**

- 21) Peserta didik dan guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya.
- 22) Peserta didik dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran.
- 23) Guru memberikan penugasan berupa tugas mandiri untuk menuliskan deskripsi sederhana tentang sifat dan ciri fisik benda-benda kesayangan mereka atau benda-benda unik berdasarkan hasil penelusuran di laman-laman internet.
- 24) Peserta didik memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya.
- 25) Peserta didik dan guru mengucapkan salam perpisahan

### **Pertemuan Kedua**

#### **Pendahuluan (10 menit )**

- 29) Guru memberi salam (*greeting*);
- 30) Guru memeriksa kehadiran siswa;
- 31) Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran;
- 32) Guru memberi motivasi belajar siswa secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari, dengan memberikan contoh dan perbandingan lokal, nasional dan internasional;
- 33) Guru mengajukan tentang kaitan antara pengetahuan sebelumnya dengan materi yang akan dipelajari;
- 34) Guru menjelaskan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai;
- 35) Guru menyampaikan cakupan materi dan uraian kegiatan sesuai silabus.

### **Kegiatan inti (60 menit)**

#### **Mencipta**

- 11) Guru akan memberikan contoh pengucapan kosa kata yang telah diartikan kedalam bahasa Inggris dari tugas yang telah diberikan sebelumnya.
- 12) Peserta didik akan mengikuti cara pengucapannya berulang-ulang.

- 13) Guru akan menanyakan materi yang telah diberikan di materi sebelumnya kepada beberapa siswa secara acak.
- 14) Peserta didik yang telah ditunjuk dan diberikan pertanyaan menjawab secara lisan.
- 15) Guru memberikan tugas yang sesuai dengan materi dipertemuan sebelumnya.
- 16) Peserta didik mengerjakan tugas tersebut.
- 17) Guru meminta peserta didik untuk mengumpulkan tugas yang telah diberikan.
- 18) Peserta didik untuk mengumpulkan tugas yang telah diberikan.
- 19) Guru akan memeriksa tugas peserta didik yang telah diberikan.
- 20) Guru akan mendiskusikan tugas yang telah diperiksa.

### **Penutup (10 menit)**

- 21) Peserta didik dan guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya.
- 22) Peserta didik dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran.
- 23) Guru memberikan penugasan berupa tugas mandiri untuk menuliskan deskripsi sederhana tentang sifat dan ciri fisik benda-benda kesayangan mereka atau benda-benda unik berdasarkan hasil penelusuran di laman-laman internet.
- 24) Peserta didik memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya.
- 25) Peserta didik dan guru mengucapkan salam perpisahan.

## **VI. Penilaian**

Rubrik untuk penilaian keterampilan berbicara Lampiran 4 **Part Three**.

<b>ASPEK</b>	<b>KETERANGAN</b>	<b>SKOR</b>
Pelafalan	• Sangat jelas sehingga mudah dipahami	4
	• Mudah dipahami meskipun pengaruh bahasa ibu dapat dideteksi	3
	• Ada masalah pengucapan sehingga pendengar perlu konsentrasi penuh	2
	• Ada masalah pengucapan yang serius sehingga tidak bisa dipahami	1
Tatabahasa	• Tidak ada atau sedikit kesalahan tatabahasa	4
	• Kadang-kadang ada kesalahan tetapi tidak mempengaruhi makna	3
	• Sering membuat kesalahan sehingga makna sulit dipahami	2
	• Kesalahan tatabahasa sangat parah sehingga tidak bisa dipahami	1
Kosakata	• Menggunakan kosakata dan ungkapan yang tepat	4
	• Kadang-kadang menggunakan kosakata yang kurang tepat sehingga harus menjelaskan lagi	3
	• Sering menggunakan kosakata yang tidak tepat	2
	• Kosakata sangat terbatas sehingga percakapan tidak mungkin terjadi	1



Kelancaran	• Sangat lancar.	4
	• Kelancaran sedikit terganggu oleh masalah bahasa	3
	• Sering ragu-ragu dan terhenti karena keterbatasan bahasa	2
	• Bicara terputus-putus dan terhenti sehingga percakapan tidak mungkin terjadi.	1

**Pedoman Penskoran:**

$$NA = \frac{SkorPerolehan}{SkorMaksimal} \times 4$$

**Konversi Kompetensi Pengetahuan, Keterampilan dan Sikap**

Predikat	Nilai Kompetensi		
	Pengetahuan	Keterampilan	Sikap
A	4	4	SB
A-	3.66	3.66	
B+	3.33	3.33	B
B	3	3	
B-	2.66	2.66	
C+	2.33	2.33	C
C	2	2	
C-	1.66	1.66	
D+	1.33	1.33	K
D-	1	1	

Guru Mata pelajaran

Bandar Lampung, Juni 2018  
Mahasiswa,

Ira Nurrahmah, S.Pd

Rizki Fatmawati  
NPM: 1311040183

Mengetahui,  
Kepala Sekolah SMP PGRI PalasLampung Selatan

Wahyudi Eryanto, S.E

## Appendix 6. C

### RENCANA PELAKSANAAN PEMBELAJARAN (Experimental Class)

Nama sekolah : SMP NEGERI 01 SUNGKAI SELATAN.

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VII (Tujuh) / 1

Jenis teks : *Narrative text*

Tema : *School dan Family Life*

Aspek/Skill : Berbicara

Alokasi Waktu : 2 x 45 menit (2x pertemuan)

Kompetensi inti :

KI 1	Menghargai dan menghayati ajaran agama yang dianutnya
KI 2	Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotongroyong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya
KI 3	Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata
KI 4	Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

Kompetensi Dasar dan Indikator Pencapaian Kompetensi :

No	Kompetensi Dasar	Indikator Pencapaian Kompetensi
1.1	Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.	1.1.6 Menulis <i>learning log</i> yang mengungkapkan rasa syukur atas kesempatan dapat belajar bahasa Inggris
2.2	Menunjukkan perilaku jujur, disiplin, percaya diri, dan <b>bertanggungjawab</b> dalam melaksanakan komunikasi transaksional dengan guru dan teman. (Cetak tebal: Fokus untuk	2.2.1 Bertanggung jawab atas tindakan anggota-nya saat menjadi pemimpin kelompok 2.2.2 Mengakui ketika membuat kesalahan 2.2.3 Tidak menyalahkan orang lain atas tindakannya sendiri

	pembelajaran dalam RRP ini)	2.2.4Melakukan hal-hal yang dikatakan akan dikerjakan tanpa diingatkan orang lain.
3.7	Memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada teks untuk menyatakan dan menanyakan sifat orang, binatang, benda, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.	3.7.1 Menentukan tujuan komunikatif teks 3.7.2Mengidentifikasi struktur teks 3.7.3Mengidentifikasi unsur kebahasaan dalam teks
4.8	Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan sifat orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks.	4.8.1Menanyakan sifat dan ciri fisik benda secara lisan dengan akurat, lancar dan berterima 4.8.2Menyatakan sifat dan ciri fisik benda secara lisan dengan akurat, lancar dan berterima 4.8.3Menanyakan sifat dan ciri fisik benda secara tertulis dengan akurat, runtut dan berterima 4.8.4 Menyatakan sifat dan ciri fisik benda secara tertulis dengan akurat, runtut dan berterima

## XXVI. Tujuan Pembelajaran

### Pertemuan Pertama

Setelah mengikuti serangkaian kegiatan pembelajaran, peserta didik dapat:

- 21) mengidentifikasi tujuan komunikatif teks secara berkelompok berdasarkan pertanyaan pengarah dari guru;
- 22) mengidentifikasi struktur teks secara berkelompok berdasarkan pertanyaan pengarah dari guru;
- 23) mengidentifikasi kata sifat yang terdapat dalam teks secara berkelompok;
- 24) mengidentifikasi frase benda yang terdapat dalam teks secara berkelompok;

### Pertemuan Kedua

- 46) menulis learning log yang mengungkapkan rasa syukur atas kesempatan dapat belajar bahasa Inggris;
- 47) bertanggung jawab atas tindakan anggotanya saat menjadi pemimpin kelompok;
- 48) mengakui ketika membuat kesalahan;
- 49) tidak menyalahkan orang lain atas tindakannya sendiri;
- 50) melakukan hal-hal yang dikatakan akan dikerjakan tanpa diingatkan orang lain;

- 51) menanyakan sifat dan ciri fisik benda secara tertulis dengan akurat, runtut dan berterima dalam bentuk poster hasil kegiatan *Family Life*
- 52) menyatakan sifat dan ciri fisik benda secara tertulis dengan akurat, runtut dan berterima dalam bentuk poster hasil kegiatan *Family Life*
- 53) menanyakan sifat dan ciri fisik benda secara lisan dengan akurat, lancar dan berterima berdasarkan poster hasil kegiatan *Family Life*
- 54) menyatakan sifat dan ciri fisik benda secara lisan dengan akurat, lancar dan berterima hasil kegiatan *Family Life*

## XXVII. Materi Pembelajaran : *Jobs*

### Pertemuan Pertama

**Fungsi Sosial :** Mendeskripsikan dan mengidentifikasikan benda.

**Struktur Teks :**

- An introduction to the subject of the description;
- Characteristic features of the subject, eg physical appearance, qualities, habitual behavior, significant attributes.

**Unsur Kebahasaan:**

- Kata sifat (*big, small, tall, short, fast, colorful, expensive*, dsb.)
- Nama-nama benda (*Doctor, Pilot, Police, Chef, Waiters, Baby sister*, dsb.)
- Kata kerja dalam *the simple present tense*: *have, has, be*, dsb.
- Ucapan, tekanan kata, intonasi, dan ejaan.

**Topik:** Benda-benda yang berada di sekitar dan relevan dengan kehidupan siswa.

### Pertemuan kedua

**Fungsi Sosial :** Mendeskripsikan dan mengidentifikasikan benda.

**Struktur Teks :**

- An introduction to the subject of the description;
- Characteristic features of the subject, eg physical appearance, qualities, habitual behavior, significant attributes.

**Unsur Kebahasaan:**

- Kata sifat (*big, small, tall, short, fast, colorful, expensive*, dsb.)
- Nama-nama benda (*Doctor, Pilot, Police, Chef, Waiters, Baby sister* dsb.)
- Kata kerja dalam *the simple present tense*: *have, has, be*, dsb.
- Ucapan, tekanan kata, intonasi, dan ejaan.

**Topik:** Benda-benda yang berada di sekitar dan relevan dengan kehidupan siswa.

## XXVIII. Metode Pembelajaran : Matching Game

## XXIX. Media, Alat, dan Sumber Pembelajaran

### 16. Media

Gambarbenda, kartu kata,

### 17. Alat

Realia benda, spidol warna, kertas spectra, kertas plano

### 18. Sumber Pembelajaran

- u. Kementerian Pendidikan dan Kebudayaan. 2013. Bahasa Inggris, *When English rings the bell*. Jakarta: Politeknik Negri Media Kreatif. Hal. 125.
- v. *Board of Studies New South Wales*. 1998. *English K-6 Modules*. Sydney: *Board of Studies NSW*. Hal. 85.
- w. Amos E., Prescher E., & Raby J. 1998. *Winner Student Book 1*. Jakarta: Pearson Education Asia Pte Ltd. 69.
- x. Lingkungan sekitar: Nama dan lokasi lingkungan sekitar sekolah

## XXX. Langkah-langkah Kegiatan Pembelajaran

### Pertemuan Pertama

#### Pendahuluan (10 menit )

- 36) Guru memberi salam (*greeting*);
- 37) Guru memeriksa kehadiran siswa;
- 38) Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran;
- 39) Guru memberi motivasi belajar siswa secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari, dengan memberikan contoh dan perbandingan lokal, nasional dan internasional;
- 40) Guru mengajukan tentang kaitan antara pengetahuan sebelumnya dengan materi yang akan dipelajari;
- 41) Guru menjelaskan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai;
- 42) Guru menyampaikan cakupan materi dan uraian kegiatan sesuai silabus.

#### Kegiatan inti (60 menit)

##### Mencipta

- 73) Guru memberikan teks narative berbahasa Indonesia.
- 74) Guru menjelaskan tentang narative teks, generic structures dari narative teks, general classification dan penggambaran dari narative text.
- 75) Guru menjelaskan tentang Matching Game
- 76) Peserta didik memperhatikan.
- 77) Guru menyiapkan kartu, kartu yang terdiri dari 2 tipe yaitu soal dan jawaban yang sesuai dengan materi.
- 78) Guru membagikan kepada setiap siswa 1 buah kartu, kartu soal atau kartu jawaban. Kondisikan beberapa kartu tidak memiliki pasangan.
- 79) Peserta didik menerima kartu yang telah dibagikan.
- 80) Guru mengingatkan kembali tentang Matching Game dan peraturannya.
- 81) Guru memberikan waktu kepada peserta didik sekitar 15 menit untuk menentukan jawaban ataupun soal dari kartu yang peserta didik miliki.

- 82) Peserta didik mencocokkan kartu yang sesuai dengan yang mereka miliki. Peserta didik harus mencocokkan kartunya tepat waktu, bila tidak tepat waktu guru akan memberikan hukuman yang sudah disetujui sebelumnya
- 83) Guru memberikan kesimpulan dari materi yang telah diberikan.

### **Penutup (10 menit)**

- 26) Peserta didik dan guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya.
- 27) Peserta didik dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran.
- 28) Guru memberikan penugasan berupa tugas mandiri untuk menuliskan deskripsi sederhana tentang sifat dan ciri fisik benda-benda kesayangan mereka atau benda-benda unik berdasarkan hasil penelusuran di laman-laman internet.
- 29) Peserta didik memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya.
- 30) Peserta didik dan guru mengucapkan salam perpisahan.

### **Pertemuan Kedua**

#### **Pendahuluan (10 menit )**

- 36) Guru memberi salam (*greeting*);
- 37) Guru memeriksa kehadiran siswa;
- 38) Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran;
- 39) Guru memberi motivasi belajar siswa secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari, dengan memberikan contoh dan perbandingan lokal, nasional dan internasional;
- 40) Guru mengajukan tentang kaitan antara pengetahuan sebelumnya dengan materi yang akan dipelajari;
- 41) Guru menjelaskan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai;
- 42) Guru menyampaikan cakupan materi dan uraian kegiatan sesuai silabus.

#### **Kegiatan inti (60 menit)**

##### **Mencipta**

- 21) Guru akan memberikan contoh pengucapan kosa kata yang telah diartikan kedalam bahasa Inggris dari tugas yang telah diberikan sebelumnya.
- 22) Peserta didik akan mengikuti cara pengucapannya berulang-ulang.
- 23) Guru akan menanyakan materi yang telah diberikan di materi sebelumnya kepada beberapa siswa secara acak.
- 24) Peserta didik yang telah ditunjuk dan diberikan pertanyaan menjawab secara lisan.
- 25) Guru memberikan tugas yang sesuai dengan materi dipertemuan sebelumnya.
- 26) Peserta didik mengerjakan tugas tersebut.
- 27) Guru meminta peserta didik untuk mengumpulkan tugas yang telah diberikan.
- 28) Peserta didik untuk mengumpulkan tugas yang telah diberikan.
- 29) Guru akan memeriksa tugas peserta didik yang telah diberikan.
- 30) Guru akan mendiskusikan tugas yang telah diperiksa.

### **Penutup (10 menit)**

- 26) Peserta didik dan guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya.

- 27) Peserta didik dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran.
- 28) Guru memberikan penugasan berupa tugas mandiri untuk menuliskan deskripsi sederhana tentang sifat dan ciri fisik benda-benda kesayangan mereka atau benda-benda unik berdasarkan hasil penelusuran di laman-laman internet.
- 29) Peserta didik memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya.
- 30) Peserta didik dan guru mengucapkan salam perpisahan.

## VI. Penilaian

Rubrik untuk penilaian keterampilan berbicara Lampiran 4 **Part Three**.

ASPEK	KETERANGAN	SKOR
Pelafalan	• Sangat jelas sehingga mudah dipahami	4
	• Mudah dipahami meskipun pengaruh bahasa ibu dapat dideteksi	3
	• Ada masalah pengucapan sehingga pendengar perlu konsentrasi penuh	2
	• Ada masalah pengucapan yang serius sehingga tidak bisa dipahami	1
Tatabahasa	• Tidak ada atau sedikit kesalahan tatabahasa	4
	• Kadang-kadang ada kesalahan tetapi tidak mempengaruhi makna	3
	• Sering membuat kesalahan sehingga makna sulit dipahami	2
	• Kesalahan tatabahasa sangat parah sehingga tidak bisa dipahami	1
Kosakata	• Menggunakan kosakata dan ungkapan yang tepat	4
	• Kadang-kadang menggunakan kosakata yang kurang tepat sehingga harus menjelaskan lagi	3
	• Sering menggunakan kosakata yang tidak tepat	2
	• Kosakata sangat terbatas sehingga percakapan tidak mungkin terjadi	1
Kelancaran	• Sangat lancar.	4
	• Kelancaran sedikit terganggu oleh masalah bahasa	3
	• Sering ragu-ragu dan terhenti karena keterbatasan bahasa	2
	• Bicara terputus-putus dan terhenti sehingga percakapan tidak mungkin terjadi.	1

### Pedoman Penskoran:

$$NA = \frac{SkorPerolehan}{SkorMaksimal} \times 4$$

### Konversi Kompetensi Pengetahuan, Keterampilan dan Sikap

Predikat	Nilai Kompetensi		
	Pengetahuan	Keterampilan	Sikap
A	4	4	SB
A-	3.66	3.66	
B+	3.33	3.33	B
B	3	3	
B-	2.66	2.66	
C+	2.33	2.33	C
C	2	2	
C-	1.66	1.66	
D+	1.33	1.33	K
D-	1	1	

Guru Mata pelajaran

Bandar Lampung, Juni 2018  
Mahasiswa,

Ira Nurrahmah, S.Pd

Rizki Fatmawati  
NPM: 1311040183

Mengetahui,  
Kepala Sekolah SMP PGRI PalasLampung Selatan

Wahyudi Eryanto, S.E



## Appendix 7

### Try Out

Mata Pelajaran : Bahasa Inggris  
 Kelas : VIII (Delapan)  
 Waktu : 60 Menit

1. Mosque is a place for muslims do the prayer.

The underlined word means...

- a. Masjid                      c. kuil  
 b. Sekolah                    d. museum

2. I feel the fresh air in the morning Sunday.

The underlined word means...

- a. Air                            c. mentari  
 b. Udara                      d. embun

3. Jonet : would you come to my party?

Fikar : ..... ( acceptance)

- a. Yes, I'd love to              c. Perhaps another times  
 b. Sorry, I'm bussy            d. That's not good idea

4. Mega won the English Competition. She is very happy.

The underlined word means....

- a. Senang                      c. sedih  
 b. Marah                      d. lapar

5. I prefer drink much water than much milk.

The underlined word means...

- a. Air                            c. susu  
 b. Juice                        d. kopi

6. Andi : Where is your house?

Boby : My house is located on Jl. Pagar alam II. It **close** to post office.

The word **close** has best meaning with . . .

- a. Menutup  
 b. Dekat  
 c. Membuka  
 d. Sekitar  
 e. Area

7. I will send the book to my brother.

The underlined word means...

- |             |             |
|-------------|-------------|
| a. Membeli  | c. menjual  |
| b. Menerima | d. mengirim |

8. To protect your feet, you need...

- |            |          |
|------------|----------|
| a. Sandals | c. shoes |
| b. Clothes | d. hat   |

9. We have two ears that use to hear all of the sound.

The underlined word means...

- |                |               |
|----------------|---------------|
| a. Dua mata    | c. dua kaki   |
| b. Dua telinga | d. dua tangan |

10. Hanum is wearing a new dress.

The underlined word means...

- |         |           |
|---------|-----------|
| a. Baju | c. kemeja |
| b. Gaun | d. rok    |

11. The price of that car is very ..... I don't have enough money for buy it.

- |              |          |
|--------------|----------|
| a. Expensive | c. Low   |
| b. Good      | d. Cheap |

12. You can ... down on the chair.

- |          |          |
|----------|----------|
| a. Sit   | c. sweep |
| b. Stand | d. sleep |

13. The most suitable place for animals is the...

- |         |                     |
|---------|---------------------|
| a. Zoo  | c. botanical garden |
| b. Mall | d. museums          |

14. The Mira's gown is very .... There are diamond on it.

- |              |           |
|--------------|-----------|
| a. Luxurious | c. pretty |
| b. Beautiful | d. nice   |

15. My sister always listens to music.

The underlined word means...

- |          |          |
|----------|----------|
| a. Lagu  | c. syair |
| b. Music | d. radio |

16. Lona is writing.

The underlined word means...

- a. Menulis                      c. mendengarkan
- b. Membaca                    d. mengerjakan

17. Mira is painting right now.

The underlined word means...

- a. Memahat                    c. mendesain
- b. Melukis                     d. mengukir

18. Hanna give him a big hug.

The underlined word means...

- a. Memberi                    c. melakukan
- b. Menerima                   d. menulis

19. Salsa always serves the consumers kindly. She works at restaurant.

The underlined word means...

- a. Bekerja                      c. makan
- b. Mencuci                     d. belajar.

20. Novi and I ... to the bookstore.

- a. Go                              c. shop
- b. Walk                          d. run

21. I .... eight glass per day for my health.

The underlined word means...

- a. Drink                         c. eaten
- b. drinks                       d. eat

22. I know your true color.

The underlined word means...

- a. Warna                        c. baju
- b. Sifat                          d. tubuh

23. Kind of animal that found only in Australia, and has a pouch on the front of her body. They are...

- a. Monkeys                    c. dogs

- b. Wolfs                      d. kangaroos
24. Boyke is famous ... especially in uterus.
- a. Pilot                      c. doctor
- b. Teacher                      d. nurse
25. I have two ... to write
- a. Pens                      c. eraser
- b. Books                      d. ruler
26. Jean is washing in the morning.
- The underlined word means...
- a. Menyapu                      c. membersihkan
- b. Mencuci                      d. mengepel
27. Dina is in a pink day. It means Dina is in...
- a. Happiness                      c. full day
- b. Darkness                      d. full color
28. Miranda is my sister. The underlined word means...
- a. Friend                      c. sibling.
- b. Cousin                      d. neighbor
29. Civil servant work in government office. She ... people in there.
- The underlined word means...
- a. Serves                      c. push
- b. Follows                      d. treat
30. Bromo, Krakatau, and Merapi are names of ... in Indonesia.
- a. River                      c. mountains
- b. National park                      d. islands
31. I have two ... to see a world.
- a. Eyes                      c. feet
- b. Ears                      d. hands
32. We can buy fruits and vegetables at the supermarket. The underlined word means...
- a. Menjual                      c. membeli
- b. Mencari                      d. memakan

33. Shut up! The sentence means...
- Be silent
  - Talk too much
  - talk over
  - open the mouth
34. ... is store that sells kinds of medicines
- Bookstore
  - Pharmacy
  - beautystore
  - mall
35. The sky is very ..... It will be rain.
- Old
  - Dark
  - bright
  - young
36. I feel ..... I will go to the kitchen to take a glass of water.
- cool
  - warm
  - hot
  - thirsty
37. Kangaroo is a belly pocket to put the baby in it. The underlined word means..
- Dompot
  - Punggung
  - kantung
  - tas
38. His father becomes a director in his company. The synonym of the underlined word is...
- Daddy
  - Uncle
  - son
  - grandfather
39. Conan is a famous cartoon that tells about a boy that trapped on little body. Who is Conan?
- Detective
  - Doctor
  - police
  - pilot
40. Which one is considered healthy drink?
- Water
  - Cocacola
  - coffee
  - soft drink
41. These are names of the famous beach in Lampung, except...
- Laguna beach
  - Pulau pisang
  - Parangtritis beach
  - Pahawang beach
42. Gudeg is a traditional one from Yogyakarta. What kinds of Gudeg?

- a. Food                      c. shirt  
b. Drink                      d. destination
43. ... is an Actor from Indonesia.  
a. Afgan                      c. Cakra Khan  
b. Ruben onsu              d. Joe Taslim
44. Kuta beach is one of favorite tourist destination in Indonesia.  
The underline word means...  
a. Lapangan              c. arahan  
b. Tempat tujuan      d. kunjungan
45. Do not take all the cake. Just take one for you. Don't be greedy!  
The underlined word means...  
a. Serakah                  c. semauanya  
b. Rakus                    d. sombong
46. Tembok Cina is a famous building in the world.  
The underlined word means...  
a. Rumah                    c. Candi  
b. Jembatan                d. Bangunan
47. Fitri ... her medicine three times per day.  
a. Consumes              c. ate  
b. Eat                        d. drink
48. Bobby buys three erasers and two sharpeners.  
The underlined word means...  
a. Penghapus              c. peruncing  
b. Penggaris                d. kotak pensil
49. Elephants have one long trunk for take their food.  
The underlined word means...  
a. Hand                      c. mulut  
b. Belalai                    d. hidung
50. The beautiful beach has white ...  
a. Water                      c. grass  
b. Sand                        d. salt

**Kunci Jawaban Soal Try Out**

1. A	16.A	31.A	46.D
2. B	17.B	32.C	47.A
3. A	18.A	33.A	48.C
4. A	19.A	34.B	49.B
5. C	20.A	35.C	50.B
6. B	21.A	36.B	
7. D	22.B	37.C	
8. C	23.D	38.A	
9. B	24.C	39.A	
10. B	25.A	40.A	
11. A	26.B	41.C	
12. A	27.A	42.A	
13. A	28.C	43.D	
14. A	29.A	44.B	
15. B	30.C	45.A	

## Appendix 9

### Validation Form

No	Aspect	No	Yes
1	Is the test in the Pre-test and Post-test easy to understand?		
2	Is there any writing mistake (Typo) in the Pre-test and Post-test?		
3	Are the test in the Try Out relevant with the Specification of Pre-test and Post-test Instrument ?		
4	Are the test in Pre-test and Post-test relevant with the Lesson Plan?		
5	Are the test in Pre-test and Post-test relevant with the Syllabus?		
6	Is the test in Pre-test and Post-test appropriate for Students in the seventh grade of junior high school?		

Additional Notes

Bandar Lampung,  
Validator

2019

Nunun Indarwati, M.Pd



## Appendix 10

### Anates of Pre-Test Validity

#### REKAP ANALISIS BUTIR

=====

Rata2= 38.92

Simpang Baku= 7.78

KorelasiXY= 0.80

Reliabilitas Tes= 0.89

Butir Soal= 50

Jumlah Subyek= 20

Btr Baru	Btr Asli	D.Pembeda(%)	T. Kesukaran	Korelasi	Sign. Korelasi
1	1	0.00	Sangat Mudah	0.107	-
2	2	80.00	Sedang	0.553	Sangat
Signifikan					
3	3	10.00	Sangat Mudah	0.231	
-					
4	4	80.00	Sedang	0.542	Sangat Signifikan
5	5	10.00	Sangat Mudah	0.262	-
6	6	70.00	Mudah	0.581	Sangat
Signifikan					
7	7	10.00	Sangat Mudah	0.242	-
8	8	70.00	Sedang	0.597	Sangat Signifikan
9	9	20.00	Sangat Mudah	0.326	Signifikan
10	10	80.00	Sangat Mudah	0.571	Sangat
Signifikan					
11	11	10.00	Sangat Mudah	0.242	-
12	12	10.00	Sangat Mudah	0.150	-
13	13	0.00	Sangat Mudah	0.155	-
14	14	20.00	Sangat Mudah	0.309	Signifikan
15	15	20.00	Sangat Mudah	0.281	Signifikan
16	16	10.00	Sangat Mudah	0.194	-
17	17	10.00	Sangat Mudah	0.231	
-					
18	18	80.00	Sedang	0.666	Sangat Signifikan
19	19	10.00	Sangat Mudah	0.153	-
20	20	90.00	Sedang	0.752	Sangat Signifikan
21	21	20.00	Sangat Mudah	0.268	-
22	22	60.00	Mudah	0.481	Sangat Signifikan
23	23	10.00	Sangat Mudah	0.194	-
24	24	30.00	Sangat Mudah	0.295	Signifikan
25	25	20.00	Sangat Mudah	0.309	
Signifikan					

26	26	10.00	Sangat Mudah	0.030	-
27	27	10.00	Sangat Mudah	0.194	-
28	28	30.00	Sangat Mudah	0.371	Sangat
Signifikan					
29	29	10.00	Sangat Mudah	0.184	
-					
30	30	10.00	Sangat Mudah	0.153	
-					
31	31	10.00	Sangat Mudah	0.194	
-					
32	32	30.00	Sangat Mudah	0.326	
Signifikan					
33	33	20.00	Sangat Mudah	0.309	
Signifikan					
34	34	20.00	Mudah	0.282	Signifikan
35	35	40.00	Sangat Mudah	0.460	Sangat Signifikan
36	36	80.00	Sedang	0.669	Sangat Signifikan
37	37	90.00	Sedang	0.730	Sangat Signifikan
38	38	10.00	Sangat Mudah	0.453	Sangat Signifikan
39	39	60.00	Sedang	0.529	Sangat Signifikan
40	40	40.00	Sedang	0.486	Sangat Signifikan
41	41	80.00	Sedang	0.561	Sangat Signifikan
42	42	30.00	Mudah	0.306	Signifikan
43	43	90.00	Sedang	0.713	Sangat Signifikan
44	44	30.00	Sedang	0.369	Sangat Signifikan
45	45	90.00	Sedang	0.677	Sangat Signifikan
46	46	50.00	Sedang	0.370	Sangat Signifikan
47	47	90.00	Sedang	0.677	Sangat Signifikan
48	48	40.00	Sedang	0.280	Signifikan
49	49	90.00	Sedang	0.726	Sangat Signifikan
50	50	40.00	Sedang	0.479	Sangat Signifikan

## Appendix 11

### Anates of Post-Test Validity

#### REKAP ANALISIS BUTIR

=====

Rata2= 38.95  
 Simpang Baku= 7.76  
 KorelasiXY= 0.78  
 ReliabilitasTes= 0.88  
 ButirSoal= 50  
 JumlahSubyek= 20  
 Namaberkas: G:\POST TEST ANATES

BtrBaru	BtrAsli	D.Pembeda(%)	T. Kesukaran	Korelasi	Sign. Korelasi
1	1	80.00	Sedang	0.684	SangatSignifikan
2	2	50.00	Sedang	0.483	SangatSignifikan
3	3	80.00	Sedang	0.668	SangatSignifikan
4	4	50.00	Sedang	0.395	SangatSignifikan
5	5	70.00	Sedang	0.584	SangatSignifikan
6	6	50.00	Sedang	0.328	Signifikan
7	7	80.00	Sedang	0.712	SangatSignifikan
8	8	40.00	Sedang	0.372	SangatSignifikan
9	9	60.00	Sedang	0.533	SangatSignifikan
10	10	40.00	Sedang	0.469	SangatSignifikan
11	11	70.00	Sedang	0.559	SangatSignifikan
12	12	40.00	Mudah	0.331	Signifikan
13	13	90.00	Sedang	0.728	SangatSignifikan
14	14	20.00	SangatMudah	0.435	SangatSignifikan
15	15	20.00	SangatMudah	0.357	Signifikan
16	16	20.00	Mudah	0.284	Signifikan
17	17	40.00	SangatMudah	0.428	SangatSignifikan
18	18	70.00	Sedang	0.665	SangatSignifikan
19	19	10.00	SangatMudah	0.155	-
20	20	30.00	SangatMudah	0.328	Signifikan
21	21	10.00	SangatMudah	0.195	-
22	22	30.00	SangatMudah	0.373	SangatSignifikan
23	23	10.00	SangatMudah	0.186	-
24	24	10.00	SangatMudah	0.155	-
25	25	10.00	SangatMudah	0.195	-
26	26	10.00	SangatMudah	0.032	-
27	27	20.00	SangatMudah	0.270	-
28	28	50.00	Mudah	0.475	SangatSignifikan
29	29	10.00	SangatMudah	0.195	-
30	30	30.00	SangatMudah	0.297	Signifikan

31	31	20.00	SangatMudah	0.311	Signifikan
32	32	80.00	Sedang	0.750	SangatSignifikan
33	33	30.00	SangatMudah	0.283	Signifikan
34	34	10.00	SangatMudah	0.195	-
35	35	20.00	SangatMudah	0.233	-
36	36	70.00	Sedang	0.663	SangatSignifikan
37	37	10.00	SangatMudah	0.157	-
38	38	20.00	SangatMudah	0.311	Signifikan
39	39	30.00	SangatMudah	0.339	Signifikan
40	40	70.00	SangatMudah	0.569	SangatSignifikan
41	41	20.00	SangatMudah	0.264	-
42	42	20.00	SangatMudah	0.192	-
43	43	10.00	SangatMudah	0.201	-
44	44	60.00	Sedang	0.594	SangatSignifikan
45	45	20.00	SangatMudah	0.233	-
46	46	70.00	Sedang	0.538	SangatSignifikan
47	47	20.00	SangatMudah	0.264	-
48	48	70.00	Mudah	0.584	SangatSignifikan
49	49	10.00	SangatMudah	0.108	-
50	50	70.00	Sedang	0.550	SangatSignifikan



16. They will sit at the back of the bus. What does the purpose of back in that sentence?  
a. support      b. part of body      c. back side      d. return
17. You only have twenty second to answer this question. What does the purpose of second in that sentence?  
a. ordinary number      b. time      c. recycle thing      d. assistant
18. I am learning to forgive. What does the function of learning in that sentence?  
a. adverb      b. adjective      c. noun      d. verb
19. We occasionally meet after work. The underlined word purposes?  
a. sometimes      b. usually      c. always      d. certainly
20. .... is dangerous.  
a. That lake      b. whom lake      c. who lake      d. whose lake
21. To protect your feet, you need...  
a. Sandals      b. Clothes      c. shoes      d. hat
22. The price of that car is very ..... I don't have enough money for buy it.  
a. Expensive      b. Good      c. Low      d. Cheap
23. You can ... down on the chair.  
a. Sit      b. Stand      c. sweep      d. sleep
24. The most suitable place for animals is the...  
a. Zoo      b. Mall      c. botanical garden      d. museums
25. The Mira's gown is very .... There is diamond on it.  
a. Luxurious      b. Beautiful      c. pretty      d. nice

## Appendix 14

### Post-Test After Validity

Mata Pelajaran : Bahasa Inggris

Kelas : VIII (delapan)

Waktu : 40 Menit

Choose the correct answer by crossing a,b,c, and d on your answer sheet!

1. I .... eight glass per day for my health.  
The underlined word means...  
c. Drink                      b. drinks                      c. eaten                      d.eat
2. Kind of animal that found only in Australia, and has a pouch on the front of her body.  
They are...  
c. Monkeys                      b. Wolfs                      c. dogs                      d. kangaroos
3. Boyke is famous ... especially in uterus.  
c. Pilot                      b. Teacher                      c. doctor                      d. nurse
4. I have two ... to write  
c. Pens                      b. Books                      c. eraser                      d. ruler
5. Dina is in a pink day. It means Dina is in...  
c. Happiness                      b. Darkness                      c. full day                      d. full color
6. Miranda is my sister. The underlined word means...  
c. Friend                      b. Cousin                      c. sibling.                      d. neighbor
7. Civil servant work in government office. She ... people in there.  
The underlined word means...  
c. Serves                      b. Follows                      c. push                      d. treat
8. Bromo, Krakatau, and Merapi are names of ... in Indonesia.  
c. River                      b. National park                      c. mountains                      d. islands
9. I have two ... to see a world.  
c. Eyes                      b. Ears                      c. feet                      d.hands
- 10.Novi and I ... to the bookstore.  
a. Go                      b. Walk                      c. shop                      d. run
- 11.The teacher looked at me with an angry expression when I reached late. What is the meaning of “angry” in English?  
b. mad                      b. sad                      c. happy                      d. regret
- 12.Thomas was extremely happily when he got A+ in his exam. What is the meaning of happily in that sentence?  
c. great                      c. excited  
d. wonderful                      d. good
- 13.What does the meaning of hall, except?  
b. room                      b. class                      c. big room                      d. toilet
- 14.Mr.Budi ..... a postman.  
b. is                      b. are                      c. am                      d. was
- 15.He ..... enjoyscooking.  
a. really                      b. real                      c. rail                      d. realm
- 16.The students smiles.....  
b. polite                      b. politing                      c. politely                      d. polited
- 17.Rina likes singing, her voice is so melodious. What is the synonym of “melodious”?  
b. beautiful                      b. precious                      c. embellish                      d. pretty
- 18.Yesterday, I ..... my childhood friend at school, Anne.  
b. met                      b. meeting                      c. meat                      d. mount

19. I don't know why he is being..... to me now.  
 c. friendly                      c. friends  
 d. friend                        d. friendship
20. *The worker* ..... *angry and abusive now*.  
 c. was being                    c. was  
 d. is being                      d. is
21. He has outstanding talent for music. What does the meaning of "outstanding" in English?  
 a. stand up      b. exit              c. leave                      d. famous
22. She wore a beautiful dress to the speech contest. What does the meaning of "beautiful" in English?  
 a. pretty              b. full of              c. ugly                      d. broken gown
23. Hopefully it will not rain tonight. What does the meaning of "hopefully" in English?  
 a. wish              b. hole              c. full of                      d. fall
24. The hungry man lived under the bridge. What does the meaning of "hungry"?  
 c. have softly fur                      c. Bald  
 d. feeling the need for food                      d. Starving
25. The additional homework is burdensome for him. What does the meaning of "burdensome"?  
 c. easy                      c. strengthen  
 d. heavy                      d. difficult



**Appendix 15****Gain Score****VIII.B (Experimental Class)**

<b>No</b>	<b>Student</b>	<b>Pre-Test</b>	<b>Post-Test</b>	<b>Gain</b>
1	AN	64	73	9
2	AD	70	75	5
3	BS	57	64	7
4	DM	61	76	15
5	DRS	61	82	21
6	DKS	54	64	10
7	FM	82	88	6
8	GH	70	76	6
9	IAP	51	64	13
10	JP	61	70	9
11	LR	61	73	12
12	MIG	82	88	6
13	MAS	82	97	15
14	NM	76	88	12
15	SA	82	94	12
16	PS	82	94	12
17	RY	73	76	3
18	TA	70	76	6
19	TIPS	64	82	18
20	WD	61	76	15

**VIII. C(Control Class)**

<b>No</b>	<b>Student</b>	<b>Pre-Test</b>	<b>Post-Test</b>	<b>Gain</b>
1	AP	70	79	9
2	AR	61	73	15
3	AKH	64	73	9
4	DP	61	70	9
5	EAD	51	64	13
6	J	82	88	6
7	KGP	85	88	3
8	MFAN	73	82	9
9	MF	61	64	3
10	PP	85	91	6
11	RFW	82	88	6
12	RK	88	97	9
13	SIH	76	79	3
14	SAW	51	57	6
15	SAE	64	73	9
16	SW	45	57	12
17	TP	61	64	3
18	UK	70	73	3
19	WD	76	82	6

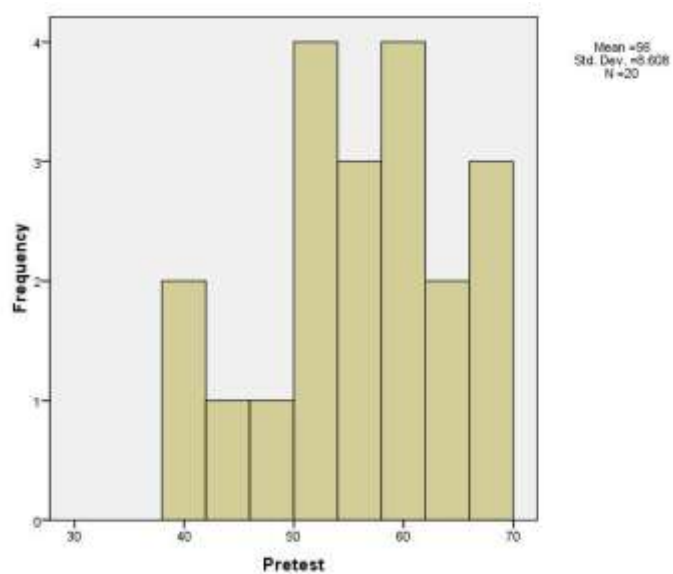
20	QS	54	61	7
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## Appendix 16

### Result of Pre-Test in Experimental Class

#### Descriptives

PRETEST_EXPERIMENTAL			Statistic	Std. Error
NILAI	1	Mean	67.43	1.790
		95% Confidence Interval for Mean	Lower Bound	63.80
			Upper Bound	71.06
		5% Trimmed Mean	67.61	
		Median	70.00	
		Variance	118.530	
		Std. Deviation	10.887	
		Minimum	45	
		Maximum	88	
		Range	43	
		Interquartile Range	15	
		Skewness	-.089	.388
		Kurtosis	-.762	.759

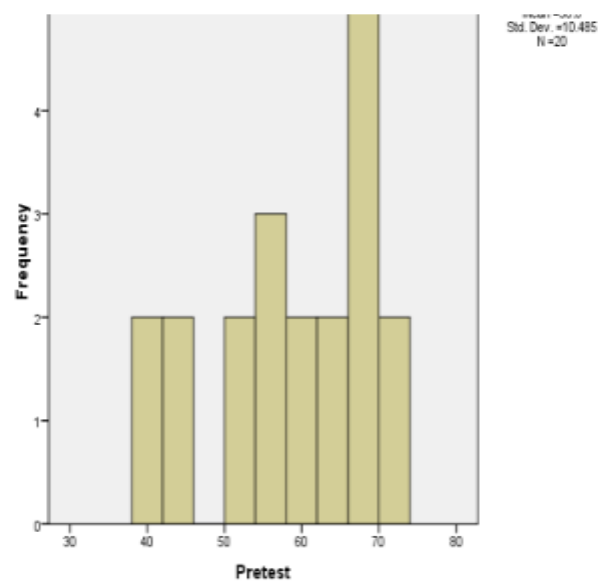


## Appendix 17

### Result of Post-Test in Experimental Class

#### Descriptives

POSTTEST_EXPERIMENTAL			Statistic	Std. Error
NILAI	1	Mean	78.49	1.700
		95% Confidence Interval for Mean	Lower Bound	75.04
			Upper Bound	81.93
		5% Trimmed Mean	78.35	
		Median	76.00	
		Variance	106.923	
		Std. Deviation	10.340	
		Minimum	61	
		Maximum	97	
		Range	36	
		Interquartile Range	15	
		Skewness	.109	.388
		Kurtosis	-.872	.759

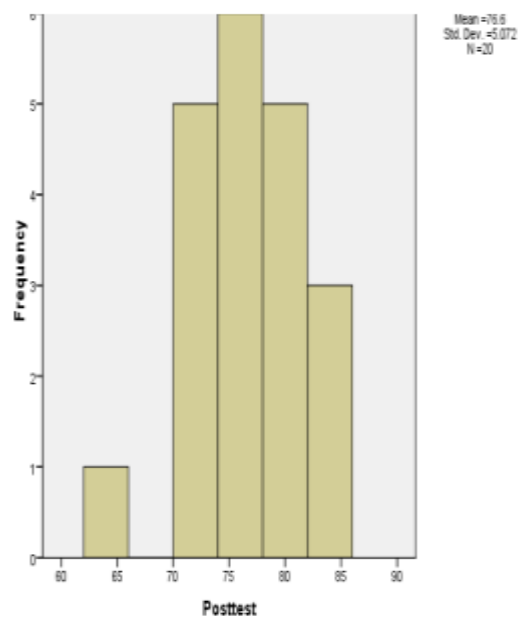


## Appendix 18

### Result of Pre-Test in Control Class

#### Descriptives

PRETEST_CONTROL			Statistic	Std. Error
NILAI	1	Mean	67.41	1.789
		95% Confidence Interval for Mean	Lower Bound	63.78
			Upper Bound	71.03
		5% Trimmed Mean	67.58	
		Median	70.00	
		Variance	118.414	
		Std. Deviation	10.882	
		Minimum	45	
		Maximum	88	
		Range	43	
		Interquartile Range	15	
		Skewness	-.112	.388
		Kurtosis	-.372	.759



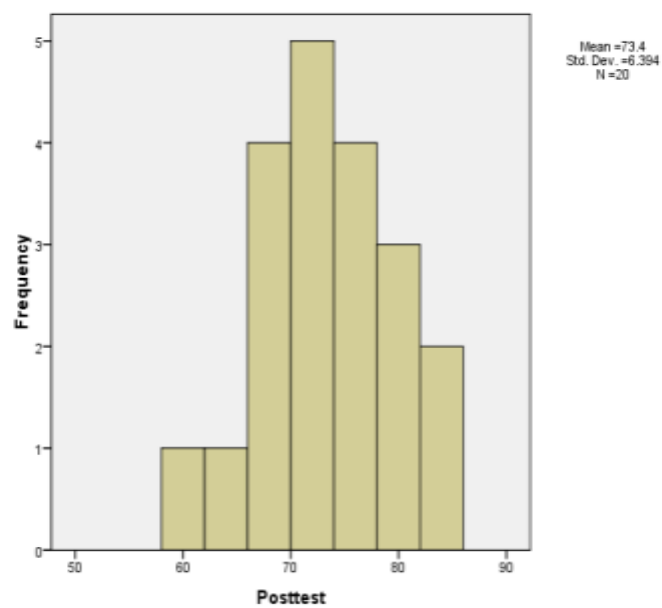
## Appendix 19

### Result of Post-Test in Control Class

#### Descriptives

POSTTEST_CONTROL			Statistic	Std. Error
NILAI	1	Mean	74.54	1.642
		95% Confidence Interval for Mean	Lower Bound	71.21
			Upper Bound	77.87
		5% Trimmed Mean	74.51	
		Median	76.00	
		Variance	99.811	
		Std. Deviation	9.991	
		Minimum	54	
		Maximum	97	
		Range	43	
		Interquartile Range	15	
		Skewness	-.054	.388
		Kurtosis	-.249	.759

S



## Appendix 20

### Result of Normality and Homogeneity Test

Descriptives					
Game			Statistic	Std. Error	
gain	1	Mean	26.38	1.482	
		95% Confidence Interval for Mean			
		Lower Bound	23.37		
		Upper Bound	29.38		
		5% Trimmed Mean	26.20		
		Median	24.00		
		Variance	81.297		
		Std. Deviation	9.017		
		Minimum	12		
		Maximum	44		
		Range	32		
		Interquartile Range	14		
		Skewness	.415	.388	
		Kurtosis	-.636	.759	
	2	Mean	22.49	1.521	
		95% Confidence Interval for Mean			
		Lower Bound	19.40		
		Upper Bound	25.57		
		5% Trimmed Mean	22.08		
		Median	20.00		
		Variance	85.646		
		Std. Deviation	9.254		
		Minimum	8		
		Maximum	48		
		Range	40		
		Interquartile Range	12		
		Skewness	.817	.388	
		Kurtosis	.514	.759	

### Tests of Normality

		Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
gain	1	.149	20	.074	.949	20	.350
	2	.164	20	.162	.934	20	.188

a. Lilliefors Significance Correction

### Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
gain	Based on Mean	.184	1	38	.670
	Based on Median	.005	1	72	.943
	Based on Median and with adjusted df	.005	1	71.887	.943
	Based on trimmed mean	.013	1	72	.910

### Histogram

